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ABSTRACT

This document contains evaluations of the thirty vocational/career education programs funded during the 1979-80 school year in the School District of Philadelphia. The first section consists of a brief summary of the conclusions and recommendations concerning each program. The remainder of the document consists of the complete evaluation reports for each of the projects. Each evaluation follows a format providing the following information: category, project area, proposal number, budget, person responsible for project, and location(s). Narrative portions include (1) project description, (2) project history, (3) project objectives as stated in the proposal, (4) project implementation, (5) evaluation plan: questions answered, (6) attainment of objectives, and (7) conclusions and recommendations. (YLB)

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EVALUATION OF CAREER EDUCATION PROJECTS 1979 - 1980

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TABLE OF CONTENTS

	Page
Introduction	ii
Summary of Conclusions and Recommendations	iii
Adult Resource Center	1
Adult Vocational Education	14
Bilingual Instruction At Mastbaum	25
Community Parenting and the Developing Family	30
Compensatory Vocational Education for Disadvantaged Students Identified as Potential Dropouts	37
Comprehensive Communications and Computational Program to Improve Vocational Skills	44
Consumer and Homemaking for Retarded Educables	53
Consumer and Homemaking for Retarded Trainables	61
Cooperative Trade and Industry Work Program	67
Guidance Seminar - The World of Work A Staff Development Program	75
Health/Medical Careers	85
Implementation of Youth Organizations	94
Implementing Competency-Based Vocational Education: An In-Service Program for Vocational Education	103
Improving Guidance Service for the Job-Bound Student	114
Individualized Instruction for Special/Vocational EMR Programs (AIMS)	124
John F. Kennedy AVTS, Post-Secondary	132
Life Skills and Employability Skills Program	141
Pilot Program to Explore Roles in Parenting Education	149
Pre-Service, In-Service Training Program	157
Resource Room Program	164
School Employment Co-op Health	171
School Employment Co-op Home Economics	177
School Employment Co-op Personal Services	183
Supplemental Programs for Disadvantaged Students Unable to Succeed in Regular Vocational Programs	190
Vocational Assessment Center for the Disadvantaged	228
Vocational Education for Bilingual Students	238
Vocational Education Instructional Support (VEIS)	244
Vocational Programs for the Handicapped	251
Vocational Training Through Rehabilitation of Abandoned Houses	258
Work Study	266

INTRODUCTION

The first section of this document consists of a brief summary of the conclusions and recommendations concerning each of the vocational education programs funded during the 1979-80 school year. The remainder of the document consists of the complete evaluation reports for each of the projects.

These evaluation reports will be of use not only to individuals directly involved in the operation of the various projects, but will also serve as an aid in decision making for personnel involved in the conception and design of other vocational education projects.

One of the major accomplishments this year was the establishment of a vocational assessment center which could be used by students in formulating their vocational plans. Also, to facilitate implementation of competency based vocational education on a city-wide basis, a staff development program was conducted for teaching supervisory personnel who will be responsible for the use of these methods in their home school, thereby meeting the state mandate for the establishment of such a program. This year also saw the continued success of several programs designed to serve the vocational needs of the handicapped.

As the following reports show, the career education projects funded during the 1979-80 school year were, for the most part, quite successful in achieving their stated objectives, and have made a substantial contribution to the improvement of career education in the City of Philadelphia.

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS FROM THE 1979-80 EVALUATION REPORT

PROJECT	CONCLUSIONS	RECOMMENDATIONS
Adult Resource Center	Ninety-eight adult students demonstrated increased skills in home management, nutrition, and consumerism and even greater increases in clothing and textile construction. Elementary school home economics instruction succeeded in involving parents in their children's school activities. While effective with small numbers of individuals, this project did not reach the number of individuals which had been projected.	If this project were to be continued, efforts should be made to broaden the scope of instruction and schedule the use of facilities to increase both enrollment and attendance.
Adult Vocational Education	Any adult in the city who desired to become completely trained in an occupational area was given the opportunity to do so in adult evening school free of charge. Approximately 4571 enrolled in six evening schools and three apprenticeship programs. The areas of vocational education included a wide variety of business, home economics, trade, and industrial areas. However, attrition posed a serious problem.	The Division of Adult Education should incorporate its annual funding request in a unified narrative proposal indicating objectives, procedures, and lines of administration for smoother program operation. Teachers are encouraged to follow up potential student dropouts with phone calls and postcards requesting them to return and/or ascertaining the reason for discontinuing attendance. In addition, any class in which fewer than ten students consistently attend is planned to be discontinued.

PROJECT	CONCLUSIONS	RECOMMENDATIONS
Bilingual Instruction at Mastbaum	Aides provided assistance and needed encouragement for Spanish-speaking students to succeed in their vocational shops. The project was designed for students with language handicaps but most Spanish-speaking students at the project site had no language problems.	The project would better serve a location with a sufficient number of Spanish-speaking students with English language deficiencies.
Community Parenting and the Developing Family	Forty-seven 11th and 12th grade students gained knowledge in child care, including the responsibilities of parents in children's feeding, health, preschool education, discipline and toilet training. A site was approved in March 1980 for the child care laboratory, but it was not occupied during the 1979-80 school year.	Efforts should be made to help the project occupy the approved site for the childcare laboratory, the implementation of which would greatly enhance the project.
Compensatory Vocational Education for Disadvantaged Students Identified as Potential Dropouts	Over 800 students participated in this program of supplementary instruction in vocational education subjects on a before-or-after school basis, and at least 75 per cent of the participants, according to their instructors, demonstrated increased mastery of curricula. There was, however, no systematic assurance that the participating students were in fact potential dropouts, rather than just students who wanted extra help with their classwork.	Specific criteria identifying "potential dropouts" need to be developed to assure that participating students are, in fact, those most in need of supplementary instruction and specific criteria identifying increased mastery of shop skills should be devised so as to measure the effect of this program.

PROJECT	CONCLUSIONS	RECOMMENDATIONS
Comprehensive Communications and Computational Program to Improve Vocational Skills	Teachers reported there was much improvement in the sixty-five student participants' attitude toward school and varying degrees of progress in improving their rates of attendance and upgrading their basic language and mathematics skills.	Consideration should be given to having the same group of students continue for another project cycle to insure reinforcement and retention of learning. The project should be expanded to other sites to serve trade and industrial students as well as business education and home economics students.
Consumer and Homemaking for Retarded Educables	Six hundred forty-two educable mentally retarded (EMR) students at two high schools and five junior high schools succeeded in improving their home management, self-sufficiency, and vocational skills (including introduction of entry-level skills for application to future vocational training programs). This occurred despite poor facilities in some areas.	Efforts should be made to provide better facilities and more convenient scheduling of classes. Also, provisions should be made to prescreen students who might prove to be too disruptive to the class or to provide specially designed activities to hold their interest and increase their motivation.
Consumer and Homemaking for Retarded Trainables	One hundred forty-three elementary school retarded trainable (RT) students at four schools made progress in developing self-sufficiency and other personal skills, such as following directions and maintaining rapport with a teacher, which prepared them to receive further vocational training in sheltered workshops.	This successful program should be expanded (to include more students).

PROJECT	CONCLUSIONS	RECOMMENDATIONS
Cooperative Trade and Industry Work Program	Twelve students were provided with pre-employment techniques, counseling, and entry-level job positions. Emphasis was placed on job related instruction through a class that met once a week on employment skills and techniques to prepare students for job interviews and job success. This number was considerably less than had been anticipated.	Continued efforts should be made to increase the number of students employed as a result of program participation.
Guidance Seminar-The World of Work: A Staff Development Program	The twenty-seven participating school counselors reported that the on-site visits to a wide variety of business and industrial outlets (including presentations, printed materials, and tours) would help them better assist students in career planning and sharing ideas about vocational curriculum with appropriate home-school staff.	Even more emphasis should be placed on teaching counselors about entry-level job opportunities realistically suited to the needs of their students. Planners of training sessions should make certain that all participating host company staff are aware of the program's objectives, the counselors' interests, and the types of students represented.
Health/Medical Careers	Twenty-eight students were provided with hands-on experiences and a first-hand knowledge of a wide variety of health careers by medical school personnel. Also, students participated in individual and small group tutoring in English, Mathematics, and Science. Tutors reported some improvement in students' basic skills by the conclusion of the summer phase of the program.	Students should continue to be tutored routinely in writing and mathematics skills throughout the course of the school year, after the conclusion of the summer phase of the program.

PROJECT	CONCLUSIONS	RECOMMENDATIONS
Implementation of Youth Organizations	Considerable success has been accomplished in creating and expanding student organizations in each of the secondary and vocational-technical sites. Staff Development also took place as scheduled and personnel were recruited to sponsor the clubs which were established.	Periodic staff development activities should be continued to maintain faculty interest and enthusiasm and to inform faculties both of successful activities and possible concerns which may arise among the sponsors' colleagues.
Implementing Competency-Based Vocational Education: An In-Service Program for Vocational Education	This staff development program should enable vocational teachers to implement a CBVE program in their own schools. It was very well received by its target population, who seemed genuinely interested in developing skills in this area. Some terminology used in this program, however, seemed to the participants to be ambiguous.	There is a need for more precise definition of some terms used in this program, since not all participants understood them to mean the same things.
Improving Guidance Services for the Job Bound Students	This program continued to serve those students who needed assistance with post high school plans. Special emphasis was given to job seeking skills and learning how to assess work-related strengths and weakness. The total staffing, however, was less than would be needed to assist students on an individual basis.	Continued emphasis upon group-oriented activities appears indicated because of the limited number of personnel available to serve a large number of schools.

PROJECT	CONCLUSIONS	RECOMMENDATIONS
Individualized Instruction for Special/Vocational EMR Programs (AIMS)	Students were reported by their teachers to have improved their attitudes, understanding, and skills in their vocational shops as a result of individualized instruction through the AIMS learning packets and materials. However, one site was found to be lacking materials found at the other location. Also, students were participating in the program who were not so designated by criteria established in the proposal.	Efforts should be made to insure that restaurant practice and tailoring students are enrolled in the program before others. In addition, further efforts should be made to insure that, if both sites are to operate, they both have the same materials.
John F. Kennedy AVTS, Post-Secondary	Students enrolled this year were successfully trained in 12 vocational areas. While only part-time placement of course completers was available, since it was carried out entirely by the teaching staff, a substantial number of completers were placed in jobs. Some teachers felt that more students than in previous years lacked necessary reading and mathematics skills.	There is an apparent need to reinstate diagnostic testing of all incoming students. In addition, the employment of a full-time placement officer would improve students' chances for job placement after they completed a course. The installation of a VICS terminal for the school would also help in this placement effort.
Life Skills and Employability Skills Program	Many disadvantaged students at one high school participated enthusiastically in the activities of a life skills learning laboratory. These activities included simulation of job interviews and other job seeking skills. Testing of student learnings, however, was not carried out in a way that allowed systematic measurement of changes in student abilities.	Greater emphasis should be placed upon the collection of objective data to ascertain specific program effects.

PROJECT	CONCLUSIONS	RECOMMENDATIONS
Pilot Program to Explore Roles in Parenting Education	Three hundred twenty-one students, many of them teenage parents, wards of the court, foster children, or children from single parent homes, gained knowledge and developed skills in building family relationships, child care and child development, home management, and consumer purchasing of clothing, toys, and food for children. They also reported a favorable attitude toward the program's activities.	This project, which reached its planned objectives this year, because of its successful site location, staffing, and scheduling of outside events, should be replicated, if possible.
Pre-Service, In-Service Training Program	This program was very successful in pairing new and experienced teachers in a series of meetings. Assignments were completed and concerns of the new teachers addressed. The most frequently expressed concerns related to student discipline and motivation. The program was an effective vehicle that helped new teachers make the transition from employment in industry to the classroom.	It is suggested that greater amounts of time be devoted to handling problems of student discipline and motivation, with some simulation and role playing included in the training.
Resource Room Program	Project assisted a portion of mainstreamed mildly handicapped students to adjust to a mainstreamed vocational shop environment. Students' needs were assessed then alternative and remedial assistance was given. Emphasis was placed on providing students with the needed support to survive in a mainstreamed environment. However, in some cases, teachers were reluctant to use the services.	Further efforts should be made to involve more classroom teachers, and assist some teachers to overcome their reluctance in utilizing the services of the resource room teacher.

PROJECT	CONCLUSIONS	RECOMMENDATIONS
School Employment Co-op Health	Students received an opportunity to obtain paid work experiences in health occupations along with pre-employment counseling and followup. Emphasis was placed on placing qualified students in entry level positions related to their vocational training. Students were assessed before job placement to insure the quality of job placements.	No recommendations are in order at this time.
School Employment: Co-op Home Economics	Twelve students were provided with training in personal attitudes for employment, job-seeking capabilities, and orientation for entry-level employment in home economics and life-work opportunities in clothing, food service, child care, and other related areas.	Further efforts should be made to increase the number of students enrolled (beyond the current level of twelve students). Also, a method should be developed to find and recruit more disadvantaged students for the program, who, by various screening criteria, show promise of succeeding in the program.
School Employment: Co-op Personal Services	Two-hundred twenty-eight students were assessed regarding their career interests, and instructed in employment skills. Students were placed in the following personal service fields: food service, child care, cosmetology, hotel/motel, medical-technical, and trade-industrial.	While this program was very successful in assessing students' career interests, efforts should be made to modify program procedures so that a larger number of students can be placed on jobs.

PROJECT	CONCLUSIONS	RECOMMENDATIONS
Supplemental Programs for Disadvantaged Students Unable to Succeed in Regular Vocational Programs	This program successfully served a wide variety of student needs through various components, each designed to accomplish a different sort of remediation or training. Remedial services and/or specialized instruction were provided for 2,293 secondary vocational students, attending many different schools. In the remedial area, in particular, however, there were fewer students served during the year than the project was capable of accommodating. Late delivery of some business machines limited student access to instruction in their use.	More attention should be paid to recruitment of students, particularly for the remedial components of the program, and to their retention after recruitment. More feedback to teachers about students they refer is recommended. Steps should be taken to speed up delivery of needed business machines and equipment.
Vocational Assessment Center for the Disadvantaged	All but 24 of the 155 eighth-grade students enrolled in the program were provided with individual profiles of their career interests, aptitudes, and abilities. The center was organized as a new program this year, and was operating at full capacity by the spring, 1980 term. The only area in which the program had no observable effect was in influencing students' occupational and self-awareness, and tendency toward sex-role stereotyping.	Methods used to try to influence students' occupational and self-awareness and tendency toward sex-role stereotyping need to be revised or supplemented, due to lack of any apparent effect on this year's enrollees.

PROJECT	CONCLUSIONS	RECOMMENDATIONS
Vocational Education for Bilingual Students	Spanish-speaking EMR students received remedial and vocational assistance. Vocational ideas and concepts were taught in conjunction with student remedial assistance in basic reading, arithmetic, and vocabulary. However, very few students were placed on jobs by the coordinator.	Assistance is needed to increase the percentage of employed EMR Spanish speaking students in the program.
Vocational Education Instructional Support	Vocational schools and centers were supplied with updated, revised, and previously developed alternative vocational programs for use with students in need of assistance to succeed in regular vocational programs.	Additional data are required to assess specific project impact upon the students.
Vocational Programs for the Handicapped	The project provided paraprofessionals to assist teachers with direct instructional services and vocational support to mainstreamed mildly handicapped students. Aides reported more confidence this year in assisting students with projects and shop theory.	The project should be expanded to assist and provide support for the increasing number of mainstreamed mildly handicapped students currently mainstreamed in regular vocational classes.
Vocational Training Through Rehabilitation of Abandoned Houses	This program successfully trained students from three schools to learn entry-level construction skills and basic housing rehabilitation at abandoned houses which were purchased for the program. Some problems were noted because of late delivery of some required materials to the building sites.	Ways should be found to alleviate the difficulties which sometimes arise because of the considerable delays between purchase of materials and their arrival at the sites.

PROJECT	CONCLUSIONS	RECOMMENDATIONS
Work Study	Students were provided with part-time employment experiences related to their vocational training, and provided financial assistance and other incentives for students to remain in school.	The project should be expanded to provide more needy vocational students the opportunity to gain employment and receive incentives, and improve their vocational competencies.

ADULT RESOURCE CENTER

CATEGORY: Subpart 5

PROJECT AREA: Consumer and Homemaking

PROPOSAL NUMBER: 91-9003

BUDGET: $86,327.49

PERSON RESPONSIBLE FOR PROJECT: Mrs. Alice Smith

LOCATION/S: Kinsey Elementary School, Catholic Social Services Agency at St. Edward's Church, and New Horizon Center.

PROJECT DESCRIPTION

This program endeavored to increase the skills of inner-city families in the areas of nutrition, home management, consumerism, and family and community living. It aimed to serve adults from surrounding communities and teenaged parents who were completing their high school education. The program was divided into two tiers. Tier I was located in a mobile trailer in the Kinsey Elementary School yard, and at the Catholic Social Service Center in St. Edward's Church. St. Edward's is situated in a poor socio-economic area, where the educational level of the adults is lower than at Kinsey. Tier II was located at the New Horizon Center at 19th and Tioga Streets, a former three-story dwelling house converted to a social service center.

Tier I was staffed by a teacher and an aide. The teacher worked four days per week at Kinsey and one day at St. Edward's. The aide worked all five days at Kinsey and conducted the adult program by herself on the day when the teacher was at the other site. Although designed as a program for adults, the low number of participating adults necessitated the inclusion of the entire student body of Kinsey children in the project. This adaptation provided the only regularly rostered home economics program for children, who had been mainstreamed, at an

elementary school in the city. The teacher believed that the students were taking home to their parents the new things that they learned. Adult education took place at Kinsey all day Wednesday, under the direction of the aide, while the teacher was at St. Edward's; and on Thursday afternoon adult instruction was provided with both teacher and aide present. The rest of the week was spent with the children, covering all areas of home economics.

Tier II of the project, at New Horizon Center, was the home economics component of a total alternative high school experience for teenage parents, all of whom were female. After becoming pregnant, or giving birth to a child, the students came to the Center from the "parent" high schools in which they had formerly been enrolled. Many of them had been out of school for up to two years and had to accustom themselves to functioning as students. At the center they received free day care for their children, social services, individualized instruction, and orientation to living in the world as parents. Students in 9th through 11th grades were accepted from parent high schools throughout the city, to which they would return for the 12th grade. Funded as Tier II of this program was one full-time home economics teacher at the center. Two other teachers - one for English and social studies, and the other for mathematics and health - were provided under School-Age Parent funding.

PROJECT HISTORY

Tier I of the program at Kinsey was first established in 1975. The second site at St. Edward's was added in February, 1979. The teacher orginally appointed to this program served from its beginning

until the late Fall of 1979, when she had to leave due to illness. The same aide remained with the program throughout its period of existence. Each year the project's objectives were successfully met, but by last year a pattern of declining adult attendance had become evident.

Tier II at the New Horizon Center was begun during the 1978-1979 school year, making the present year its second at that site. The program had its antecedents in the School-Age Parents project. The same teacher was with the program during both years at New Horizon. Enrollment in the first year was low, and the last annual report indicated that improvement was anticipated in the second year.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide and coordinate stimulating experiences in home and community living skills for the benefit of the individual and the family.

2. To provide opportunities for the parent and children to share in homemaking and family living experiences, thereby encouraging the development of family living skills.

3. To strengthen the relationship between the home and school by providing activities which involve coordination of school programs with parent support and participation, through home economics projects.

4. To explore and use resources which enable parents to become aware of alternative sources which provide help in seeking solutions to family problems.

PROJECT IMPLEMENTATION

Tier I

At the beginning of the year, the teacher who had been with the program since it began started the students out on clothing and textile construction projects and offered some instruction in consumer education, including family finance and balancing a checkbook. Later

in the fall she became ill and was replaced in December by a long-term substitute, who served for the remainder of the year at Kinsey and St. Edward's. The new teacher had to become familiar with the program gradually and was not acquainted with the full scope of the proposal for adults until a few months after her arrival. Consequently, from December until March, group activities for adults at both locations consisted only of continuing their clothing and textile projects. There were no specific lessons in family and community living, nutrition, and consumerism (as called for in the proposal), although the new instructor was teaching those areas to the Kinsey children with the idea that they would be sharing the knowledge at home with their parents.

In March, seeking to address the other areas, the teacher began giving individual lessons in nutritional theory and meal planning to the adults at St. Edward's, but because of the late date in the year and possible lack of interest, she did not deal extensively with the other areas. For the same reasons, no specific instruction in those other areas was attempted at Kinsey, where the adults were anxious to complete their clothing construction projects by the end of the year. For future planning, however, the teacher administered in April a questionnaire to the Kinsey adults, listing the various fields of home economics and asking them to rate the areas from one to five according to their individual interest. Results of that survey are given in Table I.

Table I

Responses of Participating Kinsey Adults to Survey on Areas of Interest (Number Polled=12)

Area of Home Economics	Number of Individuals Citings Area as Their First Choice
Clothing and Textiles	5
Food and Nutrition	4
Growth and Development of Children	1
Consumerism	1
Home Decorating	1
	(n=12)

Area of Home Economics	Number of Individuals Citing Area as Their Second Choice
Clothing and Textiles	6
Food and Nutrition	2
Home Planning and Management	2
Consumerism and Budgeting	1
Home Decorating	1
	(n=12)

In response to the situation described, the home economics department indicated that it was easier to attract adults to participate in clothing and textile projects. Once the people were present, it was felt, the other areas could be introduced indirectly in small amounts; as adults sat together and sewed, they might discuss such topics as home management, marketing, consumerism, and equipment operation under the guidance of the teacher. The project manager and the coordinator felt that this indirect coverage of several areas was achieved in Tier I.

Tier II

At the New Horizon Center, the full-time home economics teacher taught for five periods a day. There were three single-period morning classes in child development and one double-period afternoon class in general homemaking. Eleventh grade students and those tenth-graders who had already studied general homemaking took child development. Ninth grade students and the remaining tenth-graders were rostered for general homemaking. Students attended classes while leaving their children in the Center's day care facility.

Students participated in the home economics courses of this project as part of their total enrollment in the alternative high school program of the Center. They attended classes in several standard high school subjects, and ten (about 30% of the total on roll) also attended Randolph Skills Center on alternate weeks. Attendance at the Center was a problem, with a daily absentee rate of close to 50%. There was a 50% turnover in total enrollment throughout the year, as students were dropped for poor daily attendance or left the center for other reasons. New students were selected from a waiting list to replace those who left. Those who arrived late in the year participated without credit.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many participants availed themselves of the activities sponsored by the project?

Tier I

The total number of individual adults who attended the Kinsey trailer this year was 90. Including repeat visits by the same individuals, the total adult attendance for the year was 925, being

the sum of attendances at each single session. The average attendance at each of the three half-day sessions for adults per week was 6. The project staff made recruitment efforts in the community throughout the year. Attendance figures by month are shown on Table 2.

Table II

Monthly Attendance of Adults at the Kinsey Trailer, 1979-1980

October	133	March	127
November	102	April	107
December	69	May	102
January	111	June	69
February	105		
		Total for Year	925

The total number of individual elementary school students enrolled at Kinsey who attended the trailer was 674. Added to this were 98 pre-schoolers, for a total of 772 individual children using the trailer this year. The student body was divided so that the upper half came to the trailer in the first semester, and the lower half in the second. Including repeat visits by the same students, the yearly total attendance by school age children was as follows:

September to January	2,816
February to June	4,965
Total for year	7,781

At St. Edward's Church, there was one daily session for adults per week. Approximately eight individual adults became involved with the program and about five or six of these attended regularly each week. Not all of them might be found present at a single time throughout a given day.

Tier II

In last year's annual report it was stated that student enrollment at the New Horizon Center was expected to increase from 33 to 70 this year. The figure this year, however, remained at the average level of 33 students on roll each month. As indicated previously, maintaining attendance was a problem at the Center, largely because the students were teenagers whose school careers had been interrupted by their becoming parents. Monthly enrollment figures are given on Table 3. Average daily attendance was approximately half of the number on roll, although about five of those not present would be attending Randolph Skills Center. The table shows enrollment levels that were maintained despite turnover, as some students left the program throughout the year for various reasons, to be replaced by other individuals. In the course of the year, 29 students were dropped for poor attendance and 3 for misconduct, while two others withdrew voluntarily, one to go to work and one to return to the parent school.

Table III

Monthly Enrollment at the New Horizon Center, 1979-1980

September	33	February	35
October	31	March	33
November	40	April	34
December	33	May	32
January	35	June	28

Average monthly enrollment = 33.4

2. What were the characteristics of classroom instruction? What materials and equipment were utilized?

Several observations by the evaluator were made throughout the year at each of the three project sites. Goals and procedures were discussed with the teachers and project coordinator to supplement the observations.

Tier I

The children at Kinsey received instruction in several areas of home economics. Early in the year they studied package labeling and consumerism, observing the labels on a variety of product containers. Later they studied telephone usage and babysitting responsibilities. They also learned about the four basic food groups, key nutrients in food, and eating correctly each day. The teacher utilized poster boards entitled "Mr. and Mrs. Nutrition" and passed out foods containing oil, which students could observe was absorbed into a paper napkin. The lower grades made a "trip around the world," to China, Mexico, and Africa, studying the people; culture, and types of foods grown there; they also prepared a food dish representative of each country. There were other food preparation exercises throughout the year, involving recipes suited to the various grade levels.

The adults at Kinsey worked all year at making clothing and household furnishings such as pillows and draperies. Materials utilized were three sewing machines which participants shared, patterns, measuring tape, hand sewing equipment, and related supplies. As indicated previously, there was some instruction in consumerism and personal finance at the beginning of the year, but specific lessons in areas of home economics other than clothing and textiles did not continue beyond that.

At St. Edward's Church, participating adults worked on clothing construction projects throughout the year, using patterns, sharing a sewing machine, and working by hand. The teacher also worked individually on vocabulary with a Spanish-speaking adult who was studying English, and with another participant who was preparing for her G.E.D. In the spring, individual instruction was also provided in nutrition theory and menu planning as related to the basic food groups.

Tier II

The child development classes at New Horizon stressed the physical, social, and emotional development of children. The teacher attempted to make the students aware of the various stages of development so they could recognize those traits as reflected in their children. At observations throughout the year, the teacher discussed with students child safety, sensory perception, parent influence on children's intellectual development, emotional traits at various ages, pre-school communication needs, and discipline. Discussions often were lively, and students displayed much interest as they could always relate the subject matter to their own experiences as parents. The teacher aimed especially to overcome misconceptions about parenting which the students had held as a result of their own upbringing. Instructional materials included worksheets, notebooks, posters, textbooks, filmstrips, and a series of audio recordings on child care. Students wrote book reviews, kept logbooks of their children's activities in the Center's day care facility, and late in the year swapped household goods and clothing.

The general homemaking class at New Horizon covered several areas throughout the year. Students first studied the care and construction of clothing and used sewing machines to make garments for themselves and their children. They learned about proper grooming for school and employment. In consumer education, they dealt with reading package labels, the various types of retail stores, warranties, and fraud. They also compiled their own listing of discount outlet stores in the city. In foods and nutrition, they studied planning balanced meals, writing menus, and conserving energy in the kitchen. In the last five weeks of school, they prepared several different food recipes, using the Center's kitchen as a laboratory. They also wrote an evaluation of each recipe prepared.

3. What was the nature of classroom facilities and equipment? What needs for improvement, if any, were cited by staff personnel?

The trailer at Kinsey was modern and clean. It contained food preparation facilities and three sewing machines plus adequate storage and office space. The program at St. Edward's was assigned a single room in the rectory which did not contain all the facilities of a home economics classroom, but was deemed adequate by staff for the project's purposes. There was one sewing machine, and the teacher brought other instructional supplies with her. There were no kitchen facilities available, but the staff member felt that the program's objectives could be attained there without food preparation exercises.

At New Horizon, the teacher was assigned a third-floor room that was of adequate size for number of students served. It had one large central table around which students sat and contained a good-sized assortment of books and instructional materials, seven sewing

machines, and an iron and ironing board. For the first time this year, the class was allowed to use the Center's kitchen as a food laboratory. The Center's day care facility was available, within time limitations, as a place for supervised practice in child care. The teacher felt that the benefit derived from that facility would be greater if child development classes could be grouped according to the ages of the students' children, thus enabling students to share common experiences. She also thought it would be better if more time were available for the students to observe the activities of children other than their own.

ATTAINMENT OF OBJECTIVES

The project at Kinsey and St. Edward's provided skill instruction to participating adults in the subject areas that were covered. This year, activities in home management, nutrition, and consumerism, which are stressed in the proposal, did not take place to as great an extent as the clothing and textile construction projects. The home economics instruction provided to the Kinsey children did fulfill the objective of endeavoring to strengthen home and school relations through "activities which involve coordination of school programs with parent support and participation." The adult programs also served to help strengthen the ties between the school and related communities.

At New Horizon, the program exposed students to new viewpoints in child care and may have improved many of their attitudes towards school and themselves.

CONCLUSIONS AND RECOMMENDATIONS

This program has been terminated, since funding was not available beyond the 1979-1980 school year. No specific recommendations for its future operation are, therefore, in order. Insights can be drawn from the project's experience, however, for the future operation of similar programs. Efforts should be made to insure that new instructional staff, who may join the project in mid-operation, are made thoroughly familiar with all aspects of the proposal's objectives and procedures. Consideration should be given to whether enrollment numbers warrant maintaining the program at sites where they have continued to be low. If this program were allowed to continue, it appears that there would be improvement in broadening the instruction (especially with Tier I adults) and structuring the use of facilities (notably in Tier II) to meet the objectives. In view of past efforts to recruit adults in Tier I and to enforce attendance in Tier II, it is not clear that any significant increase in enrollment could be anticipated at these sites.

ADULT VOCATIONAL EDUCATION

CATEGORY: Subpart 2

PROJECT AREA: Adult Short Term and Long Term

PROPOSAL NUMBER: 73-8876

BUDGET: $63,383.00

PERSON RESPONSIBLE FOR PROJECT: Dr. Matthew Knowles

LOCATION/S: Standard Evening Program:

School for Exceptional Adults (Girls' High School); Franklin, King, Northeast, South Philadelphia, and West Philadelphia Standard Evening High Schools.

Apprenticeship Training Program:

Dobbins Apprentice Evening School; John F. Kennedy Center for Vocational Education; Mastbaum AVTS Annex; and Girls' High School.

After Hours Program:

Aviation Supply Office; Defense Supply Agency; Philadelphia Navy Yard.

PROJECT DESCRIPTION

Adult Vocational Education was the title given to a funding category under which a variety of independent programs have been sustained. Under this project heading, federal funds were provided for various programs which provided vocational training for adults and operated independently of each other, sometimes in collaboration with organizations outside of the School District. There were three programs which were presently funded under this heading: The Standard Evening Program consisted of all the adult vocational courses at Standard Evening High Schools throughout the city, including trade and industrial shops and classes in home economics and business education. Also included in this component was the School for Exceptional Adults at Girls' High School, which offered special educational courses in home economics and typing for adults with

learning handicaps. The Apprenticeship Training Programs, which satisfy the apprenticeship requirements of various trades, included the programs in carpentry at Mastbaum Annex; operating engineering at Girls' High; painting and welding at Kennedy Center; and plumbing, electricity, tool and die, carpentry, machine shop, and sheet metal at Dobbins Apprentice Evening School. The carpentry (at Mastbaum), painting, and operating engineers apprenticeship programs were taught by school personnel under contractual agreement with the respective trade unions and offered on-the-job practice, in addition to the shop and classroom instruction common to all the programs. The After-Hours Program offered vocational courses to federal employees at the Aviation Supply Office, Defense Supply Agency, and Philadelphia Navy Yard. The Division of Adult Education had administrative responsibility for these programs, while the Office of Vocational Education provided funding and record-keeping services through VEMIS.

PROJECT HISTORY

The Apprenticeship Programs and Standard Evening Programs have received federal vocational funds through various channels for many years. The present project combining these programs began in 1975, and the After Hours Program at the federal sites was added later. One former component of the After Hours Program, for SEPTA workers at Randolph Skills Center, was discontinued this year. Enrollment in the Adult Vocational Education programs has progressively declined during the years of this proposal, as shown below in Table I. The Director of Adult Education attributed this decline to reductions in funding which have decreased the number of classes that could be scheduled in the Adult Evening High Schools,

Table I

Past Annual Enrollment in Adult Vocational Education Programs

School Year	Total Enrollment
1975-1976	8261
1976-1977	6340
1977-1978	5886
1978-1979	5200

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

This project was unique among career education programs in that the state did not require that a formal listing of objectives accompany annual funding requests. The reason for this, according to the Office of Vocational Education, which submitted the requests, was because adult vocational education was a singular category with implicit objectives, in which projects have not had to compete for available funds. Therefore, there were no written objectives or procedures given for any of the three components in the proposal, which consisted solely of budgetary figures. There was, however, a written set of objectives elsewhere for the Standard Evening Program, which the "Philosophy Committee" of the five Standard Evening High Schools provided this year for use by the Division of Adult Education and the School District. That report of objectives is summarized below.

The Standard Evening High School Schools endeavored to provide, within budgetary limits, a program of studies, guidance, and individualized rosters that would "meet the changing needs, abilities, and interests of all our students" and encourage them to remain in school and complete their instruction. Pertinent to the vocational field, the "commercial course of studies" aimed to provide students with "basic and salable skills"

that would enable them to "enter and compete successfully in the local labor market." The high schools also supported "the establishment of a basic number of vocational and industrial arts courses to meet the needs of those students who request such courses." This document also listed several specific objectives for non-vocational programs and a series of general objectives for all programs concerning maintenance of adequate instructional materials, classroom climate, and physical facilities.

The objectives of the other two components of Adult Vocational Education were implied by their titles and functions but not written in any available document. The Apprenticeship Training Program provided instruction in trades according to state apprenticeship standards. The After Hours Program aimed to improve the vocational skills of participating federal employees and military personnel.

PROJECT IMPLEMENTATION

Each year, the Division of Adult Education has concluded the necessary contracts with the federal government for the After Hours Program and with the various trade unions involved in the Apprentice Programs. The Division then sent the funding requests for these programs and the Standard Evening Program to the Office of Vocational Education, which selected the subgoals addressed, assembled a budgetary proposal, and forwarded it to the state department of education. The School District provided teachers and building space, except for the programs housed in federal facilities. Although the projects remained under the titular authority of the Office of Adult Education, the Apprentice and After Hours Programs have operated with little supervision, with their curricula determined respectively by the controlling unions (within state apprenticeship guidelines) and by the federal government.

The Standard Evening Program, on the other hand, has been administered directly by the Division of Adult Education, with the evening principals of the five high schools reporting to the Division's director, who regularly visited the sites. This program was regarded as the most prominent component of Adult Vocational Education because of its outreach to the largest number of people throughout the city. It operated in two semesters, with registration at the beginning of each. Not all those on roll were adults, since teenage students from cooperating daytime high schools (including parochial schools) were also allowed to enroll in classes.

During the year, observations by the evaluator were made two to three times at each of the Standard Evening High Schools, including the apprentice programs at Dobbins, and one time each at the school for Exceptional Adults and the apprentice programs for carpenters at Mastbaum Annex, painters at JFK, and operating engineers at Girls' High. No observations of the After Hours Program activities were conducted due to restrictions imposed by the federal government agency in charge.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students were enrolled in the Standard Evening Program, the Apprenticeship Training Programs, and the government After Hours Program classes provided by this project?

There were variations in the enrollment figures available for this program. One set of figures came from those provided to the evaluator by program site officials during visitations. At the Standard Evening High Schools there were different enrollments for the fall and spring semesters. This year, as in the past, there was a pattern whereby many students enrolled at the beginning of each semester but later stopped attending. Project personnel attributed this to changes that occurred in

individuals' personal objectives. There were usually considerably fewer students present on any given night than the number on roll. The Project Manager has been aware that an attendance problem exists at some locations and has expressed the intention of discontinuing poorly attended programs. Administrators at the high schools revised the rolls at the end of each report period, deleting non-attenders. Therefore, different enrollment figures might be provided to the evaluator at different visits during the semester. Table II shows enrollment figures obtained and actual attendance counted at each visitation of the school year.

Table II

Enrollment and Attendance Figures During Observations

West Philadelphia Evening H.S.

Date	Enrollment	Attendance
10/29/79	338*	161
2/11/80	232	232**
5/12/80	434*	138
	772	

**First night of semester

Northeast Standard Evening H.S.

Date	Enrollment	Attendance
11/15/79	565*	353
2/25/80	672*	405
4/14/80	570	287
	1237	

King Standard Evening H.S.

Date	Enrollment	Attendance
11/01/79	281*	126
4/29/80	340*	140
5/22/80	215	96
	621	

Franklin Standard Evening H.S.

Date	Enrollment	Attendance
10/30/79	373	236
5/01/80	240	106
	613	

South Philadelphia Standard Evening H.S.

Date	Enrollment	Attendance
10/30/79	268*	128
2/26/80	420	245
4/29/80	472*	246
	740	

Dobbins Apprentice Evening School

Date	Enrollment	Attendance
11/01/79	205*	126
2/19/80	208	138
4/15/80	255*	70
	460	

*Single asterisks for each site indicate the highest enrollment figure for the fall semester and the highest enrollment figure for the spring semester, which were added together to indicate the highest yearly enrollment for each evening high school.

Operating Engineers' Apprentice Program (Girls' High)

Date	Enrollment	Attendance
4/30/80	42	37

Carpenters' Apprentice Program (Mastbaum Annex)

Date	Enrollment	Attendance
2/14/80	450	31***

***(Some of the enrolled students were reported to be on field work on the day of this visit.)

Painting and Decorating Apprentice Program (JFK)

Date	Enrollment	Attendance
2/05/80	32	8

(This program consisted of one day of class instruction and four days of field work per week, so all students enrolled were not supposed to be present on a single day.)

The figures in Table 2 are only a sample, since they indicate attendance and enrollment on the particular dates of visitations. On some dates, it was not possible to visit every class in the school, since there were two class periods per night, and the change of class sometimes occurred before every class scheduled in a period had been visited. Therefore, the attendance figures shown on the table, which represent individuals actually counted in the classes, do not always reflect the total attendance in the school that night. Most of the figures for the final observation at each site do represent the total attendance for those dates. In cases where attendance had declined by the final observation, instructors usually indicated that attendance had been higher in previous weeks.

Another source of enrollment figures for the projects was the reports filed by site administrators in the spring with the Division of Adult Education, which forwarded them through VEMIS to the state. In some cases there were discrepancies between these and the enrollments

shown on Table 2, probably the result of changes occurring between the times when the different figures were provided. Those figures reported to the Division of Adult Education are shown in Table 3, which lists all program locations. The total enrollment of 4571 computed in Table 3 represents further decline from the previous years' figures, shown in Table 1.

Table 3

Enrollment in Adult Vocational Education
According to VEMIS Reports

Site	Total Number of Students	Total Number of Teachers
Standard Evening High Schools		
Franklin	779	11
King	301	5
Northeast	484	16
South Philadelphia	745	9
West Philadelphia	784	9
School for Exceptional Adults (Girls' High)	124	2
Apprenticeship Training Programs		
Carpentry (Mastbaum Annex)	369	6
Painting and Decorating (JFK)	34	1
Welding (JFK)	36	1
Operating Engineers (Girls' High)	66	3
Carpentry (Dobbins)	21	2
Electricity (Dobbins)	26	3
Plumbing (Dobbins)	132	7
Machine Shop (Dobbins)	22	1
Sheet Metal (Dobbins)	14	2
Tool and Die (Dobbins)	38	4
After Hours Program		
Aviation Supply Office	250	11
Defense Supply Agency	37	4
Philadelphia Navy Yard	309	9
Totals:	4571	106

2. Which courses of study were offered at the various project sites?

The courses that were offered in the several components of the program are listed below in Table 4:

Table 4

Courses Provided to Students in the Adult Vocational Education Programs

Standard Evening Programs	Apprenticeship Programs
Auto Mechanics	Blueprint Reading*
Bookkeeping	Cabinet Making/Millwork
Business English	Carpentry
Clerical Practice	Construction Mathematics*
Clothing and Dressmaking	Electricity
Drafting	Heavy Equipment Operation
Electronics	Machine Shop
Machine Shop	Painting and Decorating
Office Practice	Plumbing
Power Sewing	Sheet Metal
Stenography	Surveying*
Tailoring	Tool and Die
Typing	Welding
Upholstery	
Woodwork	
	*Specialized course in Carpenters' Apprentice Program at Mastbaum Annex

School for Exceptional Adults	After Hours Program	
Home Economics	Air Conditioning	Math-related
Typing	Auto Mechanics	Plumbing
	Business Education	Secretarial/ Stenographic
	Computer Programming	Supervision/ Management
	Electricity	Typing-related
	English-related	Welding
	Masonry	

3. What were the characteristics of classroom instruction? What materials and equipment were utilized?

Materials and equipment varied with the great number of different courses included in these programs. Materials, equipment and instruction generally involved practical activities related to the subject being

studied, such as work with typewriters, office machines, business forms, stenographic practice, sewing machines, or various kinds of industrial shop equipment. Instructors also offered lectures and explanations as needed.

4. What deficiencies, if any, in classroom facilities or equipment were cited by classroom instructors or administrative personnel?

For the most part, physical facilities were satisfactory. A few instances of inadequate equipment, which instructors indicated, were reported to the project manager for correction as they became known during the year. In some cases, problems could not be dealt with by evening personnel because equipment was under the jurisdiction of the day-time staff. It should be noted that the auto mechanics' shop at South Philadelphia High School, which had previously been cited for unclean conditions, resolved that problem. The instructor there, nonetheless, continued to carry his tools with him, because there was no place to lock them separately from the equipment used by the day program.

5. During observations conducted by the evaluator, how did student attendance compare with enrollment at various project sites?

Attendance was usually lower than enrollment, often in the vicinity of 50%, and with greatest decline evident toward the end of the year. Tables and explanation concerning this subject were provided along with the discussion of enrollment in question #1 above.

ATTAINMENT OF OBJECTIVES

The objectives of this program have been attained. The various projects have continued to make it possible for adults throughout the city to receive vocational training that could qualify them for employment in a broad variety of business, home economics, trade, and industrial areas.

CONCLUSIONS AND RECOMMENDATIONS

In view of the uncertainity that has existed over the objectives and procedures of the various programs, it is recommended that the Division of Adult Education establish more precise coordination and supervision of all the vocational programs included in this category. The Division should incorporate its annual funding requests in a unified narrative proposal which states the objectives and procedures of the Standard Evening School, the Apprenticeship Programs, and the After Hours Program. The nature of contractual agreements between the School District and outside agencies (trade unions and federal government) which operate various programs should also be described in the proposal. Preparation of such a proposal would help to clarify those aspects of this program. It is also recommended that the Project Manager continue to address the problem of low attendance in the classes or programs where it exists.

The Adult Vocational Education programs have provided a valuable public service. The required coordination, updating, and funding of these programs will help insure continuation of this service,

BILINGUAL INSTRUCTION AT MASTBAUM

CATEGORY: Subpart 2

PROJECT AREA: Technical Education, and Trade and Industrial Occupations

PROPOSAL NUMBER: 67-0001

BUDGET: $110,031.00

PERSON RESPONSIBLE FOR PROJECT; Dr. Joseph Rubin

LOCATION/S: Mastbaum Area Vocational Technical School

PROJECT DESCRIPTION

The project provided tenth and eleventh grade disadvantaged students, with Spanish as their dominant language, with supplemental instruction designed to overcome communication barriers for successful occupational employment. Students were provided with basic information and skills necessary for success in five trade and industry vocational areas with the aid of bilingual paraprofessionals who assisted vocational teachers.

PROJECT HISTORY

This was the first year of the project implementation.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide 125 Spanish-speaking students with 120 hours of supplemental instruction designed to overcome communication barriers and provide the basic information and skills necessary for success with five Trade and Industrial vocational areas.

2. To provide additional instructional support to bilingual students, currently enrolled in vocational curricula at Mastbaum, through the hiring of five bilingual paraprofessionals who will assist the vocational teacher with instruction.

PROJECT IMPLEMENTATION

The project was to start in early July, 1979, but did not receive funds until late August. After school opened in September, interviews were held to hire five paraprofessionals. Appointees were selected, but some refused the salary. Since the project budgeted positions at

$14,000, two paraprofessionals took the positions, and they could not be raised. They were placed in November, 1979, in business education and welding. Other aides who were hired and agreed to the salary were placed after January.

The Spanish-speaking students received personalized and individualized attention from the shop aides. Most of the students were able to speak and read English. The aides occasionally interpreted directions and vocational terms in the shops. Once directions were clarified, the Spanish-speaking students usually were able to follow the procedures. Most students were able to understand and recognize vocational terms in English. When vocational terms were translated in Spanish for increased understanding the students were able to recall the terms in English. By working directly with students, the aides were able to provide the motivation and encouragement needed for Spanish-speaking students to succeed through assisting students with projects, shop theory, and helping them to overcome personal problems which might hinder classroom performance.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students received instruction from the bilingual personnel, and in what vocational area were they enrolled?

The following table shows the number of students that received assistance from the paraprofessionals and their vocational areas.

Table 1

Number of Students Who Received Assistance and Their Vocational Areas

Vocational Area	Number of Students
Automotive	3
Business Education	18
Carpentry	3
Electronics	6
Welding	5
Total	35

2. By what techniques did the bilingual personnel expose Spanish-speaking students to English/Spanish equivalents for vocational materials, equipment, concepts, and ideas?

The aides interpreted directions for Spanish-speaking students. Tests and work were monitored by the aides to help determine their weaknesses. The aides then worked directly with students individually and in small groups assisting students with projects and help, as needed, based upon test performance. The aides checked to make sure that projects were done correctly while helping with directions in both Spanish and English. Aides assisted students with classroom notes to enable them to study better for tests. Assistance was given with personal problems by telling students whom they should see for help and counseling. Their understanding of Hispanic culture also provided additional support to teachers in their efforts to assist Spanish-speaking students.

All but one of the aides assigned started in the second half of the project year. Most of the students already knew classroom

procedures, and how to operate equipment, but occasionally some clarifications and assistance were needed. All teachers reported that there was no language barrier in their classrooms since most of the students were able to speak and read English fluently. The aides did very little translating and spoke English most of the time. It is important to note that the project was set up to serve Spanish-speaking students with communication problems.

3. Were students able to demonstrate an increase in vocational language skills relating to their vocational areas?

Since the bilingual students were able to understand vocational concepts, an increase in vocational language skills was unascertainable. Although grades did improve, according to the instructors' final grades for each report period, improvement in grades may or may not have been related to an increase in vocational language skills. Other factors, (i.e., personal encouragement, better attendance, etc.) may have influenced the grade improvement.

ATTAINMENT OF OBJECTIVES

One of the two objectives was attained. All five staff positions were filled, including the vacancy created after an aide departed from the program. Th target number of 125 students to be served by the project, however, was in no way approached.

CONCLUSIONS AND RECOMMENDATIONS

The aides provided personal assistance to Spanish-speaking students in their vocational shops. The project, however, was designed to assist students with a language handicap. Students receiving assistance at Mastbaum were able to read and speak fluent English; no language problems were reported in any of the five classrooms. It is therefore recommended that the project would better serve a location where a

sufficient number of Spanish-speaking vocational students with English language difficulties might benefit from the supplemental instruction.

COMMUNITY PARENTING AND THE DEVELOPING FAMILY

CATEGORY: Subpart 5

PROJECT AREA: Consumer and Homemaking

PROPOSAL NUMBER: 91-0002

BUDGET: $38,940.00

PERSON RESPONSIBLE FOR PROJECT: Mrs. Alice Smith

LOCATION/S: Kensington and Edison Youth (KEY) High School Alternative Site.

PROJECT DESCRIPTION

This project was an expansion of the already existing home economics program at the Kensington and Edison Youth (KEY) center. It provided for the addition at the center of a course in parenting, the equipping of a child care and development laboratory for use of KEY students and community adults, and the hiring of an additional home economics teacher to operate the laboratory. The additional teacher was the only instructor at the center paid from this program's funds. She, and a lead home economics teacher, who was paid from general schools funds, were both closely involved in working toward the goals of this program and of the KEY center to which it was linked. In other words, the parenting program was one specially funded component of the larger KEY program, with which its goals and implementation were greatly intermingled. The program endeavored to increase the students' self-pride and knowledge of proper child care methods.

PROJECT HISTORY

The current school year was the first during which the Community Parenting Program operated. Complete understanding of it requires

description of the KEY center, of which it was part. The KEY project, now in its third year, provides a total high school education, in the alternative site of a small row house, for students who have dropped out of Kensington and Edison High Schools. The center was also a desegregation facility which combined approximately equal numbers of black, white, and Hispanic students. The Center's small size provided a much lower student-to-teacher ratio than would be found in a high school. The instructional staff consisted of a lead teacher for the center and four teachers who instructed in the basic high school subject areas, one of whom was the lead home economics teacher mentioned above. The center operated on general school district funds and federal desegregation funds. The student body was divided into two halves which attended the KEY center and Randolph Skills Center on alternate weeks.

In addition to offering instruction in basic high school subjects, the KEY program tried to enhance the personal development of the students. The lead home economics teacher dealt with this area in her work prior to the present year and saw that expansion of the home economics program would provide wider instruction in personal growth, child care, and living experiences. To achieve that end, the home economics department obtained funding for the Community Parenting Program at the KEY center beginning this year.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide and coordinate stimulating experiences in home and community living skills for the benefit of family members who are school age parents and/or an adult parent or a future parent.

2. To provide opportunities for the potential school age parent and adult parent to share in homemaking and family living experiences, including child development laboratory experiences, thereby encouraging the development of parenting skills for the improvement of home and family living.

3. To explore and utilize resources and work cooperatively with agencies in the community, thereby enabling students to become aware of the alternative sources which provide help in seeking assistance and solutions to parenting and family problems.

PROJECT IMPLEMENTATION

The unique aspect of the community parenting program was to create a day care center/child development laboratory and hire an additional home economics teacher to operate it. Rules for operating the laboratory were specified in the program proposal. It was expected at first that a site for the center would be obtained and made ready for use by December, 1979. A new course in parenting education was added as a result of the program, to prepare students for working in the child care center. This course, and another in consumer education which was not officially part of the program, were taught by the lead home economics teacher. All courses at the KEY center, including parenting, consumer education, and English and mathematics, attempted to deal with life skills in which the students were believed to be deficient. The curriculum in the parenting and consumer education courses was centered around family living, personal development, household management, making decisions for everyday living, social and vocational growth, and students' self-concept and image.

In the expectation that the child care laboratory would be ready by midyear, the new home economics teacher was hired in November. Her function was supposed to be operating the laboratory, while the lead home economics teacher taught the parenting and consumer education courses and supervised the students at the skills center. Many months went by, however, before the school board approved the site for the

new building in which the laboratory would be located. As delays ensued, KEY officials kept moving the target date for opening the center later through the year. Meanwhile, the new teacher was assigned to work with her colleague in teaching home economics courses, substituting when necessary for the teachers in other subject areas, and helping to supervise the students when they left the building for physical education. As the year went by, she became increasingly involved in teaching the two home economics courses and freeing the lead teacher for performing administrative and public relations tasks in preparation for the new building.

The school board, on March 10, 1980, finally approved the leasing of a new building for the KEY program. The larger building will house the entire KEY program, including the parenting laboratory. The new building is being completely renovated inside. The KEY project manager took the parenting program evaluator to inspect the progress of construction on May 20. Although it was still hoped when the building was obtained in March that it might be usable by the end of this year, it was evident by May that it would not. Present expectations call for its occupancy by the beginning of the 1980-81 school year. The new home economics teacher would operate the child care facility, enrolling community preschool children, some of whom may be offspring or other relatives of participating KEY students. Rules for the center will be made by a committee of parents together with KEY staff. Teachers hope that each student may get to spend an entire day every two weeks working in the laboratory.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students participated in the program?

Approximately half the students in the KEY program have taken the parenting course. While there were 53 students taking parenting through much of the year, the withdrawal of several from school left the number at 47 since April. Table I discloses the ethnic background, sex, and grade level of the 47 students.

Table I

Participating Students in KEY Parenting Program, 1979-1980

Ethnic Background		Sex		Grade Level	
Black	12	Male	21	11th grade	30
White	16	Female	26	12th grade	17
Hispanic	18				
Asian	1				
Total	47		47		47

All seventeen 12th graders in the program graduated from the KEY high school program at the end of the year.

2. What experiences in home-community skills were provided by the program?

The general implementation of the program was to teach students the basic skills of family and community living, self-care, and child care which the staff felt that the students had not learned in their homes. The students went to see the film Kramer vs. Kramer, which dealt with family relationships, and discussed it in class. During observations by the evaluator, participants saw and discussed a filmstrip on the care of babies and safety of toys, did written excercises on family and parenthood, and planned the daily schedule and lunches for children at the proposed day care center. They also discussed how their own schedules might be adapted to allow them to spend one day every two weeks at the center, read a magazine article entitled

"The ABC's of Nursery School" and discussed the ideas and vocabulary found in it, and shared information posters and activity sheets on the responsibilities of parents in feeding, health, preschool education, discipline, and toilet training.

Two spring field projects also took place, providing the students an unusual opportunity to see parts of the city outside of their own neighborhoods. In one project, students from the KEY center and two other schools took part in an Energy Fair downtown in Kennedy Plaza. In another activity, fifteen students participated in a weekend Taste of History tour at Strawberry Mansion in Fairmount Park, at which they dressed in historical costumes and served foods prepared from colonial recipes.

3. Which resources and agencies were called upon that might enable potential parents to become aware of alternative sources which provide help in seeking solutions to family problems?

For the most part, the program did not take a group approach to utilizing community resources and agencies. Rather, students were trained as individuals to seek help from outside agencies when they needed it. Students were coached in making their own contacts with agencies, such as planned parenthood, community mental health and VD clinics, Episcopal Hospital, and the Internal Revenue Service. They were shown how to read SEPTA maps and to find physicians and community resources in the classified telephone directory. The center has also maintained contact with the welfare department regarding students on public assistance grants.

4. What were the characteristics of classroom instruction? What materials and equipment were utilized?

Classroom instruction involved lectures, discussion, and demonstrations. Materials included filmstrips, wordgrams, worksheets, overhead projector, magazines and books.

ATTAINMENT OF OBJECTIVES

The facet of this program involving operation of a child care laboratory was not implemented this year due to a delay in obtaining the necessary building. Nevertheless, project leaders have endeavored to prepare for the child care center, provide other responsibilities for the new teacher hired this year to operate the center, and offer other services that are part of the common goals of the KEY and parenting programs. The objectives of providing experiences in home and community living skills and of exploring and utilizing community resources were attained.

CONCLUSIONS AND RECOMMENDATIONS

The fact that both the teacher employed by the Community Parenting program, and the teachers employed under the KEY programs, worked jointly in presenting the same services and courses of instruction demonstrated the manner in which the two programs were interrelated. The Community Parenting program, although independently funded, was in actuality a supplement to the functions of the KEY center. Future proposals for the parenting program should reflect the role into which it has evolved within the overall framework of the KEY program. Now that the new building has been obtained and prepared, the program should be continued to allow implementation of the child care center.

COMPENSATORY VOCATIONAL EDUCATION FOR DISADVANTAGED STUDENTS IDENTIFIED AS POTENTIAL DROPOUTS

CATEGORY: Subpart 4

PROJECT AREA: Office Occupations, Trades and Industrial Occupations

PROPOSAL NUMBER: 88-8802

BUDGET: $222,088.00

PERSON RESPONSIBLE FOR PROJECT; Mr. Douglas Mahoney

LOCATION/S: Dobbins and Mastbaum Area Vocational Technical Schools

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PROJECT DESCRIPTION

This project was designed to serve students in need of additional instruction. Project and school personnel identified a pool of eligible students, and the vocational areas within each school where the need for supplemental instruction was the greatest. Students were scheduled on a before/after school basis to an "extra" period. Additionally, dependent upon prevailing needs and circumstances, an individualized instructional program was to be implemented through specialized materials or procedures established by the project. In all instances, instruction provided before or after the regular school day was supplementary in nature.

PROJECT HISTORY

This was the third scheduled year of operation of this project. Although the project was to have operated during 1977-78, remedial work did not begin until April, 1978, when funding approval was received. During the last three months of the 1978 school year, the project operated entirely as an extra-curricular program, taught by the students' own vocational teachers. During the 1978-79 school year, the project likewise functioned as an extra-curricular program.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide an additional 135 hours of vocational training in at least 25 vocational areas at the Dobbins and Mastbaum AVT School for at least 1000 disadvantaged students identified as potential dropouts such that 75% of the project participants demonstrate increased mastery of their curriculum as determined by the shop instructor.

2. To reduce or eliminate the behavior characteristics resulting in identification as a potential dropout for at least 75% of the project participants as determined by an analysis of data obtained on the "Eligibility Criteria" project survey.

PROJECT IMPLEMENTATION

Thirty-two teachers at Dobbins Area Vocational Technical School and eighteen teachers at Mastbaum Area Vocational Technical School participated in this program. At Dobbins, all of the teachers worked on a before-school basis at the request of the principal. At Mastbaum, the program operated both before and after school.

To provide an average number of students across classrooms would be misleading due to the varied natures of each of the shops. The number of participants who attended on a regular basis ranged from 5 to 18. The greater numbers, as expected, tended to appear in classes devoted to typewriting. These expectations were based upon the uniformly higher numbers of work stations per classroom in the business education areas that exist in the trade and industry clusters, as well as the related teacher union contracts which reflected student enrollments recognizing these differences.

Careful monitoring of this program by individuals designated by the respective principals took place on a regular basis. These individuals were observed by the evaluator visiting each room, verifying teacher as well as student attendance and reporting these data to the

principals. Students were observed performing regularly-scheduled classroom tasks, but with considerably more time devoted to individualized instruction than observed in a regularly-scheduled classroom.

EVALUATION PLAN: QUESTIONS ANSWERED

1. Did students selected for this program satisfy the requirements of being educationally, economically, or socially disadvantaged as well as being identified as needing additional help in his/her vocational area? In what way were these deficiencies defined for each of the students enrolled in the program?

Teachers were asked to complete a form which had been developed by the Division of Career Education according to standards and criteria established by the State Department of Education. The specific criteria used to select each student were listed by the teacher and submitted to the Division. The total number of students listed was 833. Of this number 432 were considered to be economically disadvantaged, while 527 students were listed as academically disadvantaged. Some students met the criteria of both categories.

2. Did the vocational course performance of students who participated in this program improve during the time they were in the program?

Instructors were asked to respond to a series of questions about the program's effect upon student performance. Such questions addressed the number of students who were able to profit from the program as a result of being able to make up work missed due to absence; the number who passed the course who otherwise would have failed; the number who might otherwise have dropped out of school; and the number who for these and other reasons showed considerable positive change in performance. Of the 833 participants in the program identified as disadvantaged, teachers reported that 119 (14%) may have been prevented from dropping

out by participating in this program. Also, 342 students were able to make up work which had been missed as a result of absence. In addition, teachers believed that over 226 students probably received passing grades who would not have passed were this program not available. All of the teachers reported that considerable positive change was noted in most of the students who attended the program on a regular basis. Since, in almost all cases, the student's regular teacher was his instructor in this program, he was clearly able to document the status of those students compared to their previous achievement level.

3. What types of individualized materials were provided to instructors who participated in the program?

As part of this program, instructors were provided with a small fund which could be utilized to purchase individualized materials. Few additional materials, however, were obtained. First, teachers required funds to purchase extra consumable supplies and materials which were not otherwise available without reducing supplies for the regularly-scheduled classrooms. Also, a considerable number of individualized materials had been purchased and developed through other federally-funded programs and were thus available for use within this program. Most important, however, was that because each teacher provided instruction to each student on an individual basis, less need was evident to utilize materials as surrogates for direct attention. Consequently, no appreciable amount of specialized materials were utilized for this program beyond those already available.

4. What were the teachers' opinions of this program and its components?

All teachers in this program were interviewed. Many felt its benefits to have been considerable. They commented, however, that expecting some students with very poor attendance records to attend was futile.

The most frequently mentioned positive comment referred to the program's structure and its ability to provide students with individualized help and attention. Teachers reported that they were able to observe the students more closely, pinpoint their problems and help with solutions. Students were able to work better at their own pace than was often possible during the regular shop period; tutoring, when necessary, was easily provided.

Negative comments were restricted to matters of schedule. At Dobbins, the program was offered only in the morning, before the start of the regular school day. In the teachers' views, this time was appropriate for students enrolled in morning shops, and for students who were involved in extra-curricular and sports activities after school hours. They believed that its only limitation was with students enrolled in shops which required lengthy "set up" periods before students could begin work, thus reducing the time the students were able to utilize the time effectively.

At Mastbaum, where the instructors had the option of providing this program before or after school, classes were about evenly divided. While this option probably favored students who were enrolled in afternoon shops, the instructors who elected this option mentioned the issue of students who did not attend, or attended less frequently than they

might have, because they were members of sports teams. Some instructors in selected trades (in particular, beauty culture, welding, and machine shop) indicated that their preference lay in holding classes less frequently, but of longer duration, because the nature of the work favored periods of time longer than forty-five minute classes. A few individuals also expressed their belief that these classes should have been mandatory for students who were failing, and not voluntary, as was the case.

ATTAINMENT OF OBJECTIVES

Project objectives were attained to a partial degree during the current school year. Of the projected 1000 disadvantaged students identified as potential dropouts who were to be served, the total number participating in the supplementary instructional program was 833. No data exists as to the successful reduction or elimination of any behavior characteristics that might have identified potential dropouts among participating students. It would appear that this program was of benefit to those students who had been absent for a period of time due to illness, or to those students who were borderline with respect to passing grades. Likewise in those shops where a specific quantity of work had to be completed by students to pass, slower students, who required more time to accomplish the work, benefitted greatly from this program. At least 75% of the project participants, however, did demonstrate increased mastery of their curriculum as determined by their shop instructors.

CONCLUSIONS AND RECOMMENDATIONS

Although a number of students, in the opinion of their instructors, did derive benefit from this program of supplementary instruction,

several recommendations appear in order. (1) Specific criteria identifying "potential dropouts" need to be developed so as to assure that participating students are, in fact, those most in need of supplementary instruction. (2) Specific criteria identifying "increased mastery" of shop skills should be devised so as to measure the effect of this program on student achievement.

A COMPREHENSIVE COMMUNICATIONS AND COMPUTATIONAL PROGRAM TO IMPROVE VOCATIONAL SKILLS

CATEGORY: Subpart 4

PROJECT AREA: All Fields - Remedial Instructor

PROPOSAL NUMBER: 88-9003

BUDGET: $48,389.00

PERSON RESPONSIBLE FOR PROJECT: Mrs. Millicent Hartsfield

LOCATION/S: Strawberry Mansion High School

PROJECT DESCRIPTION

This project was a comprehensive, vocationally oriented endeavor to provide remedial training in language and mathematical skills to disadvantaged students who were considered likely to drop out of school unequipped to acquire and maintain employment. The focus was on students whose lack of communications and computational skills contributed to their achieving poorly in their vocational courses and who had been unable to see the relationship between what was taught in school and the world of work. By providing individualized, remedial instruction in language arts and mathematics, the program aimed to help those students do better in their vocational training, desire to complete high school, and gain adequate preparation for future employment.

The program was housed in a small room off of the Vocational Assessment Center at Strawberry Mansion High School. The room was equipped with a central table for group instruction, several individual study carrels along the walls, and a variety of special instructional kits for vocationally oriented learning in the designated areas. Instructional staff consisted of a career development specialist acting as head teacher and a career development assistant who aided in the teaching.

PROJECT HISTORY

This project has not completed its second year of operation. It was scheduled to have begun its first year in the Fall of 1978 in a mobile vehicle at Benjamin Franklin High School, but because of vandalism and mechanical problems it did not get underway until January, 1979. By that time, many of the students who were expected to participate had already dropped out of school. This delay prevented the full attainment of objectives in that year, although some progress was made with the 43 students who finally participated. Mechanical problems continued even after instruction was implemented, leaving the question at the end of the first year as to whether other means should be found for delivering project services.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. As a result of regular participation in this project, 85% of the participants will demonstrate an increase in daily class attendance as determined by a comparison of 1978-79 and 1979-80 attendance records.

2. Given as many as 60 students enrolled in the program and scoring at or below the 25th percentile on the California Achievement Tests, at least 85% will demonstrate an increase in basic skills achievement as determined by the next administration of the C.A.T.'s.

3. Given 60 potential dropouts as determined by the criteria for participation, 85% will complete their vocational program.

PROJECT IMPLEMENTATION

After physical problems with the mobile vehicle at Benjamin Franklin High School had delayed the program from getting started until the second half of its first year, the same thing happened again in the second year. During the intervening Summer of 1979, the vehicle was again vandalized while in storage, resulting in damage to an internal

door and instrument panel. This postponed implementation of the program through the Fall of 1979, while efforts were made first to repair the unit, then to seek a room inside Benjamin Franklin High School, and finally, after these efforts failed, to find a site at a different school. Approval finally came in December to relocate the program to Strawberry Mansion High, after which the project staff met with department heads and teachers to explain the program and recruit students. Although the proposal called for two cycles of the instructional program to take place in the school year, because of the delay, only the second-half cycle would be held. The period from December to March was spent in recruitment, rostering, and diagnostic pre-testing of students. The departments of home economics and business education recommended a total of 108 students for the program, from whom the final enrollees were selected, representing all grades from 9th to 12th. Some individuals were also taken from other remedial programs. Students were rostered for the program in place of their regular English or mathematics classes, on the basis that the program was offering them specialized instruction in those areas. Students were pre-tested in vocabulary, reading comprehension, writing skills, and mathematical functions to determine their weaknesses and to prescribe individualized remedial programs as needed.

Following the necessary preliminary planning, actual class instruction began in mid-March. There was a great deal of experimentation both before and after the start of instruction as to the number of periods per week for which each student would be rostered. Although efforts were made to schedule as many as three to five sessions for each individual, students' involvement in other English, mathematics,

and vocational programs eventually required that most be rostered to attend twice a week while others once. This was a variation from the proposal's statement that "each student will receive the equivalent of 10 periods of remedial instruction, biweekly," a change which the staff justified in view of the related instruction which students were receiving in their other classes.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students received remedial instruction as a result of participating in the program?

The proposal envisioned serving 40 to 60 students in each cycle of the program. Sixty students were thus enrolled from the 108 referred by various departments. Two of the 60 later dropped out of school, but several others were added, raising the total by May to 65. During observation by the evaluator, from one to six students were present each period.

2. Were students selected for participation in this project in accordance with the eligibility criteria specified in the project proposal, i.e., that the student ranks below the 25th percentile in reading and/or math as determined by the California Achievement Tests, and/or that the student has a past history of high absenteeism (60 days or more during one school year), and/or that the student has unsatisfactory grades and his/her grade placement relative to chronological age is below the normal level?

In recruiting for the program, instructional staff went through the records of students referred in order to select the 60 who most appeared to meet the stated criteria. Those selected had to be failing in a shop area, English, and/or mathematics and have a history of poor attendance and low C.A.T. scores. Another criterion adopted was that a student be failing in a vocational education program due to deficiencies in mathematics, language usage, and reading. Although a student could

be selected by virtue of meeting any one of the above criteria, about 80% of those enrolled fit all the areas.

3. Did 85% of the participating students demonstrate an increase in daily class attendance as determined by a comparison of their 1978-79 and 1979-80 attendance?

The project instructor remarked in April that because of the program's late start, its numerical percentage objectives might not be fully attained this year. Still, the collaborating teachers polled at the end of the year reported improvements in school attendance ranging from 20% to 85% of participating students. (The results of this poll are tabulated below, among teacher's responses under question #5.)

4. What were the characteristics of the remedial instruction? What materials and equipment were utilized?

An ideal implied by the proposal was that the project would stress the relationship between the language and mathematical skills taught in school and expectations in the world of work, as well as provide basic remedial instruction in language arts and mathematics. To fullfill the vocational relationship, a variety of specialized tests and instructional kits were obtained. These included the Individualized Computational Skills Program (ICSP), which provided individualized mathematical exercises; the Practical Programs in Math series, which provided vocational applications of mathematics for such occupations as automobile technician, carpenter, and office worker; and the Coordinated Vocational Education and Training volumes in English and mathematics developed by the Oklahoma State Department of Vocational and Technical Education; and Vocational Communicative Skills for VIP's in the English Skills for the Trade World series, both of which provided vocationally oriented curricula in English and mathematics.

The principal hands-on activity used was the "Hands and Mind" program. This program began with "mini-units" in tool technology, in which students performed vocabulary-building exercises involving the writing and comprehension of technical words related to the use of various tools, such as screwdriver and pliers. After studying the selected words, students proceeded to use what were called the "simulation" packets, by which they visually associated tools that they held before them with images and terms projected on the screens of their individual study carrels. When they were ready, they might move on to the advanced stage of this program called "mini-projects," which involved the assembly of such devices as a lamp, bicycle, tape recorder, telephone, Morse code set, or electrical circuit.

Although such specialized materials were on hand, they only were used for a small portion of the time. Preliminary testing revealed the students to be so deficient in basic math and English skills, that the program placed primary emphasis on offering remedial instruction in those areas. Throughout March and April, the two instructors worked with individuals or with small groups of students on subjects in which weaknesses had been identified, such as synonyms and homonyms, decimals and percentages, parts of speech, and division of fractions. To stress the fundamentals, instruction was delivered in a traditional fashion using lecture and blackboard. The vocational simulation exercises were relegated to a supplementary role, used occasionally as a reward for effort and to break the monotony of the remedial instruction. Project staff believed that students first had to master the basics before they could follow the more advanced directions of the vocational projects, and that just putting them to work with an activity kit would not

strengthen them in the weak areas identified. By May, about 15-20 students were working regularly on the simulations, and about one-fourth of those were considered ready to begin assembling the mini-projects. The remaining students in the program, however, (about 40) were still spending most of their time on the basic remedial instruction. The project instructors by this time felt that improved attitude and learning skills were evident among the students. They had also begun adapting the English and mathematics instruction to vocational objectives, drawing lessons from the vocationally-related texts named above. By the end of the year, all students had spent some time on the simulation projects, going back and forth between them and the basic studies, as individual needs required.

5. What opinions of this project were expressed by the collaborating vocational instructors whose students participated in this project?

Questionnaires were distributed at the end of the year to five teachers who had referred a total of 63 students for the program. These five teachers consisted of three in home economics, one in typing and word processing, and one in clerical practice. The result of their responses are tabulated below.

Table I

Opinions of the Project Expressed by Collaborating Vocational Instructors

Teacher's Subject Area	Number of Students Referred to the Project by Respondent	Percentage of students participating in the remedial program which respondent found displayed definite improvement in:			
		Math Skills	Language Skills	General Attitude	School Attendance
Home Economics	8	Uncertain	Uncertain	75%	50%
Home Economics	11	30%	30%	75%	20%
Home Economics	19	50%	50%	80%	20%
Typing and Word Processing	8	Uncertain	85%	100%	85%
Clerical Practice	17	20%	20%	40%	40%

All five of the responding teachers stated that this type of remedial program should be maintained in the following school year. Among their suggestions, three of the five wrote that the program should begin at the start of the school year, no later than October. Two who reported 20% and 50% improvements in attendance remarked that a better system was needed to verify whether students being excused from their classes were actually reporting to the program. One recommended more flexibility regarding which day students went to the program to prevent them from missing important classroom work. There was a suggestion that reading and mathematics teachers should also become involved in selecting students for the program. Two teachers commented in addition to their numerical responses given above that they noted a definite improvement in student attitudes.

ATTAINMENT OF OBJECTIVES

The range of objectives expressed in the proposal were not fully attained. Teachers reported that approximately 37% of the students showed an improvement in school attendance, and it will not be known until the future whether 85% of this year's participants will do better in their next C.A.T. scores or complete their vocational programs. Any shortcomings in achieving objectives may be at least partly attributable to the program's late start this year. On the other hand, the collaborating teachers' responses, as noted previously, indicated accomplishment in the 2½ months of remedial instruction which was provided between March and June.

CONCLUSIONS AND RECOMMENDATIONS

No conclusion about the total effectiveness of this program can be drawn at this time due to the project's delayed start and limited

time of operation during the current school year. Since the program has been funded for the coming year, it is recommended that the project's full year implementation be used as the basis for its evaluation. The program manager has indicated that the project will be expanded to other sites next year, aiming to serve trade and industrial students as well as those from business education and home economics courses. Insights should be drawn from the program's past experience to avoid previous pitfalls and insure a prompt start. The proposal should be revised to reflect more clearly the fact that independent remedial instruction in mathematics and language, and the relating of mathematics and language skills to vocational education, are both within the scope of the project. This clarification is necessary since many students made less progress than others in proceeding from basic remedial instruction to vocational activities within the project. By continuing with the momentum built up this year, the project can grow towards its full potential in the coming year.

CONSUMER AND HOMEMAKING FOR RETARDED EDUCABLES

CATEGORY: Subpart 5

PROJECT AREA: Consumer and Homemaking

PROPOSAL NUMBER: 91-9002

BUDGET: $196.360.13

PERSON RESPONSIBLE FOR PROJECT; Mrs. Alice Smith

LOCATION/S: Full-time: Bartram and West Philadelphia High Schools
Part-time: Audenreid, Barratt, Harding, Jones, and Penn Treaty Junior High Schools

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PROJECT DESCRIPTION

This program was designed to improve the home management skills and self-sufficiency of educable mentally retarded (EMR) students through education in home economics. Areas of instruction included food and nutrition, clothing and textiles, crafts, human growth and development, consumer education, and career education. The program aimed to prepare both males and females for combining the roles of homemaker and wage earner.

Four teachers were employed in the program, serving the same seven schools as last year. Two of these were full-time teachers assigned respectively to Bartram and West Philadelphia High Schools. The other two were itinerant teachers serving junior high schools, one at Harding, Jones, and Penn Treaty Junior High Schools, and the other at Audenreid and Barratt Junior High Schools. Each teacher was assigned an aide. The program was characterized by its diversity, with a variety of physical facilities, rostering situations, and instructional styles being evident at the various locations.

PROJECT HISTORY

Funding for this project was first approved for the 1977-1978 school year, but delays in obtaining the funds prevented implementation of the project until 1978-1979. During the latter year, the program was successfully launched, despite some delays in staffing and limitations in facilities. Efforts were made, where needed, to obtain improved facilities at the schools for 1979-1980, which was the second year of the project's actual implementation.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To continue to develop a program of consumer and homemaking education to meet the needs of the handicapped.
2. To help retarded educable students develop those skills of personal care which will make them self-sufficient.
3. To help retarded educable students develop the skills which will make them eligible for additional training for employment.

PROJECT IMPLEMENTATION

The program achieved an early start in the Fall of 1979, due to retention of the same instructional staff which had been appointed in the previous year. At Bartram High School, the teacher had eight classes with a total of about forty students. Due to continuing problems at that school involving project implementation and the lack of adequate facilities, the principal cancelled the program in February, thereby reducing the number of project sites. At West Philadelphia High, the teacher taught two single-period classes in consumer education, one single-period class in clothing, and one double-period class in foods and homemaking. Each class met daily, five days per week.

The two itinerant teachers had a variety of scheduling patterns at the various junior high schools. One teacher taught three days a week at Barratt and two days at Audenreid. At Barratt, there were four classes, later consolidated into three, which were separated by the school principal into all-male or all-female groups. The teacher met each group for two double periods per week. At Audenreid, there were three classes, also meeting for two double periods per week. The other itinerant teacher spent one day per week at Harding, one at Penn Treaty, and three at Jones. Her classes included Learning Disabled (LD) students from the schools' resource rooms as well as EMRs. At Harding there was one LD class and two EMR classes, each meeting for one double period per week. At Penn Treaty there were three EMR classes, each meeting for one single period and one LD class meeting for one double period per week. At Jones, where the largest number of classes at any site was involved in the program, there were twelve single periods of special education classes, combining EMRs, LDs and one Severely and Profoundly Impaired (SPI) student; additionally, there was one double-period class of EMR students from the Jones Alternative School, and one all-LD class.

Several observations were made at each site throughout the year, and the evaluator accompanied a few of the classes on field trips to note the students' responses.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students were enrolled in the program?

The following table presents enrollment figures at the several sites and shows fluctuations that occurred at some of them in the course of the year. Data was obtained from the teachers' records,

Table I

Enrollment in the Consumer and Homemaking for Retarded Educables Program

Site	Latest Figure For First Semester	Latest Figure For Second Semester
Bartram High School	40	(discontinued at this site)
West Philadelphia High School	68	53
Audenreid Junior High School	36	21
Barratt Junior High School	35	37
Harding Junior High School	31	31
Jones Junior High School	107	108
Penn Treaty Junior High School	35	35
Total	352	285

The average attendance in single classes observed was about six to seven students.

2. What was the nature of physical facilities? What problems did teachers cite with regard to facilities and class scheduling? Were facilities and schedules adequate for attainment of program objectives?

Although there were limitations at some sites in facilities and/or scheduling, teachers for the most part were able to adapt to what was available and carry on with the program. At West Philadelphia High School, the destruction by fire last year of much of the school's home economics facilities necessitated the use for foods instruction of an unattractive basement room which had to be entered through an adjoining class and which frequently appeared unclean. The classroom also contained some discarded school kitchen equipment which remained throughout the year. It was equipped, however, with the necessary food preparation facilities for home economics. For clothing instruction, the teacher had to share the clothing laboratory simultaneously with another class, which presented a distraction. At Bartram High

School, the unavailability of an adequate home economics room was a factor in the midyear cancellation of the program at that site. The same kinds of home economics facilities existed at each of the junior high schools served by the program. The rooms were generally pleasant and well equipped. There were, however, variations among the sites as to which of these facilities were made available to the program. At Barratt, both the food and clothing rooms were available throughout the year, and the teacher was able to alternate their use. At Audenreid, the classes were rostered to use the clothing room in the first half of the year and the food room in the second half. At Jones, all classes met in the model apartment, which contained food and clothing facilities as well as home furnishings. At Harding, some classes were rostered only for use of the clothing room and others only for the foods room, a situation which precluded laboratory activities in either foods or clothing for the classes not using both rooms. At Penn Treaty, the classes were rostered only to use the food room, with the result that there was no clothing instruction provided. The program coordinator did not consider this a liability, however, since the same students at those schools had been scheduled to use the other facilities in home economics classes during the previous year. The teacher felt that it would have strengthened the program if double periods, allowing lengthier activities, had been scheduled at Penn Treaty, and had she been able to use for family living study the model apartments at Penn Treaty and Harding which had not been made available for home economics classes.

3. What was the nature of classroom instruction? What materials and equipment were utilized? To what extent did classes complete activities and projects?

The teachers endeavored to offer instruction in all areas of home economics (except in the instances noted above where food or clothing laboratories were not available). Areas covered in addition to food and clothing included human growth and development, consumer education, career education, and family living.

Activities observed at Bartram included a filmstrip on pregnancy and reproduction, a lesson on stain removal, and a discussion of diet and proper weight. At West Philadelphia High, there was a variety of food preparation projects throughout the year. In clothing class, students selected construction patterns and made garments by hand and machine. Worksheets were used as instruments in studying banking and credit and locating information in the newspaper. There were also lessons in insurance, catalog ordering of merchandise, and the buying and renting of real estate. Field trips were made to neighborhood markets, the Black History Museum, the "A.M. Philadelphia" telecast at WPVI-TV, and to see the film Kramer vs. Kramer, which dealt with family relationships. Field trips generally provided opportunities for students to visit parts of the city with which they were unfamiliar.

The itinerant teacher serving Audenreid and Barratt Junior High Schools implemented different instructional programs at each school. Classes at Barratt studied budgeting, banking, and consumer education, using filmstrips and worksheets. A variety of food recipes was prepared throughout the year. For clothing instruction, Barratt students went to a center city store to purchase their fabric and learned to take measurements and operate sewing machines. Field trips were also

made to an outdoor market and a pretzel factory. At Audenreid, clothing and textile work included hand crafts projects such as making hook rugs, pillows, and patterns. Students were shown how to fill in their names and addresses on job applications. Several weeks were spent in orienting them to food preparation procedures and the use of various utensils, after which a few simple recipes were prepared. The teacher did not take these students on any field trips, because they had made trips with their other teachers and had difficulty obtaining transportation money. Both the Barratt and Audenreid students maintained notebooks of their activities throughout the year.

The itinerant teacher serving Harding, Jones, and Penn Treaty Junior High Schools presented the same activities at all three locations. Written vocabulary exercises were used to study human growth and development. Classes were shown how to learn ingredients by reading package labels, use banking forms, and fill in federal job applications. Menu planning was discussed, and a variety of food recipes was prepared throughout the year. Clothing and textile projects consisted of hand crafts, such as making purses, pin cushions, and place mats. Field trips were made to the "A.M. Philadelphia" telecast, to the federal courthouse to observe a naturalization ceremony, and on the Lindenwold High Speed Line to the Echelon Shopping Mall.

While all the teachers followed project guidelines in presenting instructional programs, it was evident from on-site observations and teachers' final summaries of the year's activities, as provided to the evaluator, that more activities were actually completed by students at some schools than at others. Variations in physical facilities

and in student maturity between the high school and junior high levels were factors affecting the completion of activities.

ATTAINMENT OF OBJECTIVES

The program met the first objective of offering consumer and homemaking education directed toward meeting the needs of the handicapped. Its curriculum addressed the second and third objectives of helping retarded educable students develop skills which would increase their self-sufficiency and prepare them for further vocational training. While no data were obtained on the progress and achievement of each individual student, the program provided the opportunity for students who participated to develop their skills and self-sufficiency, as stated in the objective.

CONCLUSIONS AND RECOMMENDATIONS

During the current year, teachers adapted well to the facilities which were available to them and offered relevant home economics experiences to students in accord with the program objectives. Efforts should be made at each site to have the school administration provide the facilities and scheduling necessary to offer instruction in as many fields of home economics as possible. Many EMR students who participated cooperatively demonstrated skills and knowledge gained through the classroom activities.

CONSUMER AND HOMEMAKING FOR RETARDED TRAINABLES

CATEGORY: Subpart 5

PROJECT AREA: Consumer and Homemaking

PROPOSAL NUMBER: 91-8891

BUDGET: $87,544.57

PERSON RESPONSIBLE FOR PROJECT; Mrs. Alice Smith

LOCATION/S: Full-time: L. P. Hill School
Part-time: Douglass, Sullivan and Girard Annex School

PROJECT DESCRIPTION

This project was designed to provide trainable mentally retarded (TMR) students with instruction in food and nutrition, clothing, crafts and personal care. The goal was to help them "develop home management skills... that are necessary for successful living." The project also aimed to make the individuals as self-sufficient as possible and to prepare both males and females "for combining the roles of homemaker and wage earner." The teachers at each location offered basic home economics instruction tailored to the students' learning abilities. Participation in the program was limited to students twelve years of age and older.

PROJECT HISTORY

This project was first funded for the 1969-1970 school year and has continued since then. Its objectives over the years have remained basically the same. Project personnel and sites have varied in accordance with changing conditions.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To continue to develop a program of consumer and homemaking education to meet the needs of multi-handicapped.
2. To help retarded trainable students develop those skills of

personal care which will make them self-sufficent.

3. To help trainable students develop the skills which will make them eligible for additional training for employment in sheltered workshops.

PROJECT IMPLEMENTATION

The project this year involved one full-time teacher at the L. P. Hill School and one itinerant teacher serving the Sullivan, Douglass, and Girard Annex schools; the project was thus distributed throughout the city, with locations in Northeast, North, and South Philadelphia. The program consisted of five TMR classes at L. P. Hill, three at Girard Annex, four at Sullivan, and five at Douglass. In addition, the full-time teacher at L. P. Hill taught one section of educable mentally retarded (EMR) students. In late November, a new teacher was assigned as a replacement to the itinerant position at Sullivan, Douglass, and Girard Annex. The position at L. P. Hill was filled by the same teacher who held it last year. The home economics program at the J. E. Hill School for retarded trainable students, formerly a part of this project and originally included in this year's proposal, was removed from the program at the start of the year and absorbed into the general operating budget.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students were enrolled in the program?

The enrollment of 510 students, as originally projected in the proposal, did not remain an expectation after the classes at the J. E. Hill School were removed from the program. The enrollment at the end of the year was 143 students, distributed as follows:

L. P. Hill School	55 students, including 16 EMR pupils
Sullivan	43 students
Douglass	28 students
Girard Annex	17 students

The figures remained approximately at this level throughout the year.

2. What was the nature of physical and support facilities at the sites? Were facilities adequate for the attainment of objectives?

Because all of the sites were elementary schools, regular home economics rooms containing food laboratories were not available as at secondary schools. Teachers appeared to make the most of existing facilities assigned to them. The quarters generally were workable, however, for the small classes involved (average attendance having been about six pupils per class).

The classes at L. P. Hill, Douglass, and Girard Annex Schools met in former faculty lunchrooms. The room at L. P. Hill was a new one, provided this year, which overcame the difficulties noted in the last two annual reports. It was large, and well lit, and contained a sink, range, refrigerator and sewing machines. The rooms at Douglass and Girard Annex were smaller and more crowded, but contained the necessary food preparation facilities and were regarded by the itinerant teacher as suitable for the class sizes. At Sullivan, there was no special room available for the program, so the teacher rotated and carried her supplies among the regular classrooms of the four TMR classes served. Three of those four rooms had kitchen facilities; the fourth class, however, when involved in projects, mixed the ingredients in their own room, and then went to one of the other rooms to use the range. The itinerant teacher found that, in some locations, the school did not

always clean the special rooms she used, thus requiring her to clean them herself.

The program proposal expressed the hope that "with the help of an aide individualized instruction can be given." The itinerant teacher had an aide of her own at Girard Annex to assist with each class. At Sullivan, the highest degree of individualized instruction took place because each class's own regular aides remained to assist during the home economics period. At Douglass, in place of aides, each class's regular teacher stayed to assist for home economics. The full-time teacher at L. P. Hill had no regular aide and usually worked alone. To allow for individualized instruction, each class was divided into two half-sections of about four students each, which met with the teacher once a week. Despite such variation in conditions among the several sites, it was possible on the whole to provide home economics instruction within the existing facilities at each school.

3. What were the characteristics of classroom instruction? What materials and equipment were utilized?

The program proposal states that "all five areas of home economics will be taught, taking into consideration the level and capability of each student". It further states that instruction would be in the form of "teacher demonstrations, practical participation by students, and ... planned field trips." Because of the students' low capabilities, however, opportunities were limited for offering instruction equally in all five areas of home economics. While the students could observe teacher demonstrations and participate in practical activities, it was difficult for them to deal with theoretical concepts. Consequently, the

preponderance of classroom activities consisted of hands-on projects in food preparation and crafts-making. Instruction was also given in proper manners and personal care and grooming. A comparatively smaller amount of time was spent on consumer education and home management. One teacher considered making field trips and found them to be unfeasible after making a class visit to a nearby laundromat. While this teacher hoped also to visit a supermarket and a restaurant, none was found to be in walking distance, and funds could not be raised for transportation costs. Involvement of students in general walking trips and school-level projects, such as the Spring Fair, were viewed as a substitute activity for field trips.

Observations by the evaluator were conducted throughout the school year at all program sites and examples of the classroom instruction were seen. Food projects observed at the L. P. Hill School included the preparation of several basic foods. Students received practice in following recipes, preparing and mixing ingredients, using cooking utensils, and setting the table. The teacher directed procedures and taught proper manners. Crafts projects observed at L. P. Hill included making scarves and sewing buttons on cloth gingerbread men.

Lessons presented by the itinerant teacher were the same at all three of her locations. Food projects throughout the year included making cookies, baking powder biscuits, pancakes, pretzels, fruit salad, banana bread, marshmallow crispies and applesauce. The teacher explained the purpose of a recipe and demonstrated how to use basic kitchen implements such as a double boiler, measuring cups, and other utensils. Students participated in mixing ingredients. Observed crafts projects

included sewing students' names on fabric, making Christmas ornaments with flannel buttons, constructing hook rugs, and making Mother's Day cards by sewing a pattern on paper. Special crafts projects for holidays were also made for Valentine's Day, Easter, and Father's Day.

4. To what degree did instructional staff personnel have their classes complete activities and projects suggested by the Project Manager?

The Project Coordinator, acting under the direction of the Project Manager, provided the teachers with ideas, materials, and curriculum guidelines. Within this framework, the teachers were free to develop their own particular lesson plans.

ATTAINMENT OF OBJECTIVES

The objectives of this program were attained. Retarded trainable students at the four project sites received home economics instruction which involved them in following directions and maintaining rapport with a teacher.

CONCLUSIONS AND RECOMMENTATIONS

This program has been absorbed into the general operating budget for the 1980-1981 school year. It will be administered under Special Education and staffed by the home economics department. Its objectives and subject content will remain the same as before. It can be recommended concerning such programs that the expectations and procedures specified in proposals be regularly updated and modified to reflect the previous school year's experiences.

COOPERATIVE TRADE AND INDUSTRY WORK PROGRAM

CATEGORY: Subpart 2

PROJECT AREA: Trade and Industrial Occupations

PROPOSAL NUMBER: 80-0359

BUDGET: $35,673.00

PERSON RESPONSIBLE FOR PROJECT; Dr. Joseph Rubin

LOCATION/S: Overbrook High School

PROJECT DESCRIPTION

This project provided students trained in trade and industrial areas with an opportunity to obtain paid work experiences along with job counseling and assistance in making career choices. The teacher coordinator selected students, instructed them in interview techniques, and then matched them with employers with entry level positions in their vocational area of training. Students were referred to the job coordinator by their instructor for placement in the program. Interviews were held with students to discuss the program, and vocational areas of training, as well as to obtain other school and work related information. Records and grades were checked before admittance to the program. A student had to have good grades, adequate vocational training and show responsibility before admittance to the program. Companies were contacted and interviewed over the entire city to create entry level positions for co-op students. When students were determined ready for entry level work, they were matched with employers and their area of vocational training. After receiving a position, there was ongoing follow-up

and visits from the teacher coordinator through interviews with students and employers. Students received guidance to help them overcome personal problems which could hinder employment,

Students were instructed on work attitudes and habits and were provided with guidance needed to help them overcome personal problems which could have hindered employment. Students also received motivation for self direction in making career choices while receiving continued vocational skills development in an entry level position.

PROJECT HISTORY

This was the third year of funding, but the first year the project functioned for a full year. During the 1977-78 school year, there was a freeze on hiring which prevented the project from receiving the necessary personnel to implement the project, Hence, it was considered inappropriate to fund the project during that year. Last year the project was able to secure the necessary personnel and project implementation commenced in March, 1979. The project was partially operational in one of two schools. Project implementation was delayed because of difficulties in obtaining staff due to city-wide transfers of teaching staff that occurred in February. With a late start in the school year the project focused on developing curriculum, brochures, cover letters, forms, making contacts with industry for possible employment of students, and identifying and counseling students. Students who were identified, and enrolled in the program, received counseling, but did not receive formal program classes that year. They were,

however, able to see the coordinator as needed to prepare them for the different stages of procuring employment. A Community Support Committee was also developed to secure additional resources for advice and locations for student employment.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. Provide a cooperative education work program for Trade and Industry students at Overbrook High School that will provide continued vocational skills development, enhance attitudinal and work habits, and help students overcome personal problems which often hinder continued employment.

2. Through a pilot Trade and Industry cooperative work-study program, motivate students and help them develop self direction in making career choices.

3. Provide a program at Overbrook High School that will increase the number of entry-level job placements of students enrolled in Trade and Industry programs.

4. Provide a program that will help decrease the dropout rate of students of Trade and Industry in the comprehensive high schools.

5. Provide a program that will help increase the number of employers participating in cooperative work programs in the Metropolitan Philadelphia area served by the School District of Philadelphia.

6. Develop a program that can be replicated in other comprehensive high schools where a sufficient number of students qualify.

PROJECT IMPLEMENTATION

The Cooperative Trade and Industry Work Program was in full implementation in its second year of operation. The project established cooperative arrangements with employers willing to give vocational students an employment opportunity. When they were determined ready for employment by their shop instructors, the students were enrolled in the project. This year, in addition to counseling, students were able to take part in a curriculum which

stressed the development of positive work habits and attitudes necessary to become successful workers. Students attended classes which used "The World of Work" and "First Job" audiovisual series. Careful consideration was used in the recruitment of potential employers. The job coordinator made on-site visits to discuss the requirements and responsibilities of the training sites in order to insure that good student/employer matches were made. Employment leads from various sources were used to secure cooperative work stations. A support group of businessmen and educators was set up to provide necessary program feedback, assistance, and technical and business contracts necessary for student employment. The support group enabled the project to reach further into business and vocational community, and provided needed criticism for program improvement.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students were enrolled by the teacher-coordinator and what were their vocational backgrounds?

This year 64 students were enrolled by the teacher-coordinator. Teachers recommended to the coordinator students who met program requirements of good grades, adequate vocational training, and demonstrated responsibility before being admitted to the program. Interviews were held with the coordinator to obtain information regarding vocational training, employment background, and other information. Grades and school records were checked by the coordinators before students were admitted to the program. Students were enrolled in the program with various vocational backgrounds.

Table I reports the number of students enrolled in the program and their areas of vocational training.

Table I

Number of Students Enrolled and Their Vocational Training Areas

Area of Vocational Training	Number of Students
Power Sewing	11
Air Conditioning and Refrigeration	9
Printing	9
Trade Electronics	7
Body and Fender	6
Carpentry	6
Small Engine Repair	6
Automotive Repair	4
Machine Shop	4
Upholstery	2
Total	64

2. In what types of paid work experiences did students participate? In what types of industries were they placed, and were the positions related to their training?

Table II displays the number of students placed, their vocational areas, type of positions held, and the relationship of the positions to the students' areas of vocational training.

Table 11

Number of Students Employed and the Relationship Between Their Training and Employment

Area of Vocational Training	Number of Students	Type of Industry	Related to Training
Printing	3	*Automotive Parts and Repair (1) Printing (2)	Yes
Automotive	2	Gas Station, U.S. Government Motor Pool	Yes
Body and Fender	2	Manufacturing Co, - assembly of aluminum windows, doors, and awnings	Yes
Machine Shop	2	Manufacturing Co, - assembly of aluminum windows, doors, and awnings	Yes
Carpentry	1	Electric Company - Electronics Apprenticeship Program	Yes
Power Sewing	1	Auto Upholstery	Yes
Total Number of students 12			

*Position of employment was a printing position

3. What topics were discussed during the counseling session? Were there any followups?

The counseling sessions consisted of classes given once a week or individual sessions on employment skills and techniques. Among the techniques and individuals used to provide students with current information needed to succeed in the world of work were filmstrips and cassette tapes, guest speakers from different business organizations, and a representative from Penn State University. Curricula included interviewing techniques, work ethics, human relations, work habits, attendance and punctuality, grooming and personal

appearance, communications skills, and employment procedures. Students were trained to develop resumes and organize information on data sheets. They were instructed concerning initial contact with employers by telephone, letters, or walk-ins. They learned the components of applications, and gained understanding of the vocabulary used on the various forms. Employment tests and their preparation were discussed. Students took part in simulated interviews. Unions and contracts, employee benefits, job descriptions, employee/employer rights, and promotions and professional growth were discussed.

Speakers talked with students during various phases of their counseling. A Penn State VICA (Vocational Industrial Clubs of America) representative spoke to students about becoming vocational education teachers and opportunities available at Penn State. A State Job Service Office spokesperson talked to students about services available through the State Employment Service. A job service counselor for the Department of Labor addressed the students concerning motivation and work attitudes. And a representative of the Negro Trade Union Labor Council spoke to students about apprenticeship programs and opportunities.

Students received job related instruction in a class that met once a week. As more students were enrolled in the program the class became full and other students who enrolled later in the year received the same information, but in smaller groups.

Follow-up was conducted on the basis of students' progress. Feedback from the interviews was used to determine areas of

weakness and necessary help. On-site visits to job locations were made and discussions were held with teachers and employers.

4. How many students completed the program, and what criteria were used to determine program completion?

Twenty-six students completed the program. These were seniors who had graduated and completed the curriculum for the program. All students who received jobs were reported by the job coordinator as maintaining satisfactory job levels at their job stations while remaining on the job after placement.

The criteria for program completion were that students be able to identify and use various tools and equipment, follow directions (written and verbal), complete successfully unit post-tests, complete units missed due to absence, and attend 90% of the allotted school days.

ATTAINMENT OF OBJECTIVES

This project provided a cooperative education work program at Overbrook High school for Trade and Industry students. The project's 64 students participated in counseling sessions aimed at preparing them for future employment and overcoming personal problems that might hinder their success on the job. Twelve pupils were placed in part-time positions through the efforts of the project's job coordinator. The course outline and commercially produced materials selected allowed for the program's possible replication in other comprehensive high schools.

CONCLUSIONS AND RECOMMENDATIONS

The project was implemented with the attainment of most of its objectives. It is recommended that efforts be continued to increase the number of students employed as a result of their participation in the program.

GUIDANCE SEMINAR - THE WORLD OF WORK
A STAFF DEVELOPMENT PROGRAM

CATEGORY: Subpart 3

PROJECT AREA: Guidance, Counseling and Placement

PROPOSAL NUMBER: 81-8813

BUDGET: $8,093.00

PERSON RESPONSIBLE FOR PROJECT; Mr. Samuel Munder

LOCATION/S: Various commercial and industrial sites located city-wide.

PROJECT DESCRIPTION

During the second semester of the 1979-1980 school year, a group of counselors from secondary schools throughout the city were given the opportunity to make on-site observations at a wide variety of business and industrial outlets. These visits were sponsored by the Office of Pupil Personnel and Counseling in cooperation with the Greater Philadelphia Chamber of Commerce. The seven visits were full-day sessions, and typically consisted of formal presentations by representatives of the host company or organization, a tour of the facilities with opportunities provided for participants to talk with employees, a lunch provided by the host with further opportunities to discuss job situations with various officials, and a closing question and answer period. Illustrative printed materials about the company were usually distributed. In some instances, there were panel discussions, in which a variety of the firm's employees discussed their experiences. As a result of their participation, counselors were expected to gain increased awareness of current employment opportunities and employer expectations to take back to their schools. This would help them better assist students in career planning and share ideas about vocational curriculum with appropriate instructional staff.

PROJECT HISTORY

This project was initiated through the efforts of the Greater Philadelphia Chamber of Commerce in 1974, but it did not receive funding under the Vocational Education Act of 1968 until its second year of operation during the 1975-1976 school year. The current school year, therefore, represented the fifth during which the project was funded and evaluated. In its previous years of operation, the World of Work attained its objectives.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To help counselors to better assist students in career planning, decision making, subject and program selection.

2. To increase counselors' awareness of vocational opportunities available through vocational-technical training, including such programs as distributive education, work-experience and co-op programs.

3. To develop positive attitudes in counselors toward vocational-technical training and the career opportunities to which this training may lead.

4. To provide counselors and guidance personnel with information and on-site exposure to:

    a. The many occupations in the greater Philadelphia area.

    b. Current employment practices, personnel policies and practices (job applications, tests, interviews, attitude requirements, attendance, salaries, fringe benefits, etc.)

    c. Labor market trends.

    d. Equal employment opportunity laws, affirmative action programs and expanding opportunities in non-traditional careers.

    e. The working atmosphere in business and industry.

    f. The promotional opportunities and career ladders within each job cluster.

    g. The different categories of the work force (hourly, salaried, non-exempt).

h. Vocational resources, company training programs and upward mobility programs.

i. Employers' personnel needs, job requirements, expectations and desired work attitudes.

j. An understanding of labor and management's role in the labor market.

PROJECT IMPLEMENTATION

Coordination of the project was established by contract between the School District and the Chamber of Commerce. The program was publicized at all public secondary and some diocesan schools in the city. Participants were selected in accordance with specified criteria from among those who had applied. This year a new education director at the Chamber of Commerce took over the scheduling and coordination of the sessions. A preliminary meeting was held on January 9, 1980, to familiarize participants with the program. Seven employing firms then were visited throughout the spring, including five sites not included in last year's program. Bell Telephone of Pennsylvania and ARA Services were the two previously visited sites retained on this year's schedule. A final summarizing session was held at the Philadelphia Art Museum on May 21. Counselors were asked to complete both an evaluation form for each session, and a general questionnaire at the conclusion, ascertaining how the program helped them in working with students in the areas of job choice, school subject and program planning, career preparation, and adaptation to the job market. The evaluator was present at all of the sessions.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many counselors participated in the program?

Twenty-seven counselors participated in the program, including one from the archdiocesan schools. One counselor was replaced by another during the course of the proje

2. What on-site visitations and presentations were provided to the participating guidance counselors?

The first session was held at Gimbels in late January. Participants toured the facility and were addressed by employees representing various positions. They learned of employment procedures and requirements, levels of professional positions in retail management, and channels for promotion. Opportunities available for minority and handicapped persons were explained.

The second session, at Pennsylvania Hospital, placed emphasis on employee training programs and the availability of numerous hospital service positions for high school graduates. A tour of facilities was offered, and participants took great interest in a panel discussion in which younger employees, who were high school graduates, recounted their personal career experiences. The assistant personnel manager gave an informative talk on what she looked for in an application and what distinguished individuals within a field of applicants.

The third session was at SEPTA headquarters on Wyoming Avenue, where the tour of facilities included offices, bus and trolly repair shops, and the subway monitoring center, where emergencies were handled. Participants learned of the need for qualified mechanics and the procedures for hiring and training drivers. Executive and managerial employees related how they had gained their positions and how they supervised their staffs. Employee rights, development, and safety programs were also discussed.

The next session met at Bell Telephone headquarters on the Parkway, from which participants were chauffered to visit several company

facilities in center city. On this tour, counselors got to observe telephone operators, a garage from which installer/repair workers were dispatched, and a billing office. From the tour and discussions, participants learned of various types of entry-level jobs, requirements, and advancement opportunities. They took special interest in the company's recent emphasis on affirmative action and non-traditional hiring, such as in appointing male telephone operators and female installers.

The next site visited was the Stokes Division of Pennwalt Corporation, which manufactured heavy industrial machinery. The tour of this facility exposed participants to some very detailed, technical operations, which brought out the need for proper vocational training in the schools to prepare individuals for such mechanical work. There was a discussion by foremen of entry-level mechanical jobs, of basic skills required, of courses students should take in school to make themselves more employable, and of hiring and promotion procedures.

Returning from the industrial to the business world, participants next visited the Penn Mutual Insurance Company at Independence Square. Counselors learned there of the requirements for a variety of clerical and administrative jobs and witnessed another employees' panel discussion. They also were told of the company's "Five-year Affirmative Action and Employee Development Plan," which provided equal employment guidelines for hiring, training, and advancement.

The final employer visited was ARA Services, headquartered at the Scott Paper Company next to Philadelphia International Airport. Films and a lecture were presented on the history of the company and

the nature of its operations in institutional food service. Participants toured the facilities and heard various employees discuss their backgrounds. The regional personnel manager described employment opportunities and announced that she was available to have students contact her.

A final summary session was held at the Philadelphia Art Museum on May 21, where speakers from several organizations made presentations. The public relations manager of Bell Telephone, who chaired the guidance counselor committee that coordinated this program, mentioned that current vocational needs have encouraged state plans to expand career education through all grade levels from kindergarten through 12th and to elevate the level of the counselor's job. The president of the center for Philadelphia Area Development stated that business in large cities felt that public schools were failing to give students the caliber of education needed for employment. He said that the guidance program was a means of building a bridge to overcome that attitude. He also noted that the medical, chemical, tourist, electronics, insurance, and foreign trade industries were those that will be providing the greatest number of future jobs in the Philadelphia area. The director of the Life Long Learning Center at the Free Library of Philadelphia discussed the importance in obtaining employment of knowing one's own strengths and maintaining a positive self-image. She also explained the resources of her office in assisting students in career planning. The Director of the School District's Office of Pupil Personnel and Counseling then conducted a discussion on the participating counselors' reactions to the

project this year. The final address of the day was delivered by the president of the Greater Philadelphia Chamber of Commerce, who discussed the historical background of the city's employment situation and noted that defense industries would be the future source of much local employment; he foresaw that increasing opportunities for women would in the near future eclipse opportunities for men, to be followed by an utimate equalization of opportunity; and he cited the importance of improving career education to make public school graduates more attractive to private businesses, which he said presently favored parochial school graduates.

3. What were the counselors' opinions of the various presentations included in the program?

Counselors were given a questionnaire to fill in on each session, asking what they liked and disliked about it, whether they felt it would be of use to them in performing their counseling duties, and whether they felt the session should be retained in future programs. They also were given a final questionnaire on how the program would help them in advising students in the areas of job choice, school program planning, career preparation, and adaptation to the job market.

With only a very few exceptions, counselors responded that the sessions would help them in performing their duties and should be included in future programs, even those sessions of which criticisms were expressed. In general, participants favored companies that placed strong emphasis on affirmative action, non-traditional hiring, elimination of sex stereotyping in job assignments, and providing broad opportunities at the entry-level for hiring high school graduates and affording on-the-job training and chances for advancement.

Pennsylvania Hospital, Bell Telephone, and Penn Mutual were the companies which participants most favored for these reasons. The counselors took great interest in panel discussions in which high school graduates who had achieved advancement from entry-level positions related their experiences. The best discussion of this type took place at Pennsylvania Hospital. The participants seemed a bit overwhelmed by the technical precision of the manufacturing operations at Stokes/Pennwalt; many of them may have felt that their students would not have the mechanical skills required for this work and could better relate to business and service employers. At the Gimbels and ARA sessions the counselors felt that not enough emphasis was placed on the type of non-professional entry-level positions which they felt might best suit their students. On the whole, they seemed most interested in learning of available entry-level positions for graduates with only basic high school training who might be able to grow and achieve advancement once on the job.

Hospitality was another factor that earned participants favor for a company, and Gimbels and Penn Mutual won high marks for this. The public image of SEPTA affected responses to the visit at that site; although elements of that visit were similar to those elsewhere, counselors were skeptical of conditions and policies there. Concerning tours of sites, they felt that some of these were too long and drifted away from the program's objectives, although all of the tours were of at least some value in exposing participants to the operations.

In their final responses, counselors were unanimous as to the value of the program. Many of them expressed surprise at discovering

what they previously had not known about the world of work. They went into much detail in describing how the program would assist them in transmitting information to their students and colleagues about job opportunities, expectations, and the type of school preparation required.

According to the consensus of their responses, the program had demonstrated to them that in today's private business world, there are available a limited number of entry level positions offering opportunities for advancement to individuals possessing the proper educational preparation and personal attributes. Respondents described in detail what they had learned, and they appeared anxious to report to department heads at their schools about the areas of training that needed to be emphasized to prepare students adequately for employment, and to inform students about job opportunities and the habits and skills which employers would expect of them. All respondents indicated that the program had made them feel better prepared to work in the area of career guidance.

ATTAINMENT OF OBJECTIVES

This program successfully addressed most of its objectives. The visitations exposed school counselors to many facets of the world of work, and the participants appeared interested in the sessions. Comments at the sessions and responses to the final questionnaire indicated positive attitudes toward career education and the employment opportunities to which this training may lead. The program did not, however, address such areas of vocational-technical training as distributive education, work-experience and co-op programs, which are listed in the objectives. The counselors' final responses, as discussed previously, revealed that

they felt that the program had better equipped them to assist students in career planning, decision-making, and subject and program selection.

CONCLUSIONS AND RECOMMENDATIONS

Because of the positive reaction to this year's program, it is recommended that it be implemented again next year in the same basic form. In selecting visitation sites and planning such features of programs as tours, panel discussions, and other presentations, emphasis should be placed on entry-level opportunities that are realistically suited to the future public high school graduates whom these counselors serve. Planners of sessions should make certain that all participating host company staff members are apprised of the program's objectives and the counselors' interests.

CATEGORY: Subpart 2

PROJECT AREA: Health Related Technology

PROPOSAL NUMBER: 80-0241

BUDGET: $19,001.00

PERSON RESPONSIBLE FOR PROJECT; Ms. Lucille Mitchell

LOCATION/S: South Philadelphia High School, Furness Junior High School/Thomas Jefferson Hospital

PROJECT DESCRIPTION

This project was designed to develop skills in health occupations for secondary students through participation in, and exposure to, the activities of an urban teaching medical school hospital. Activities included classroom instruction, laboratory experience, field trips and independent study. In addition to training, this program provided participants with a broad awareness of the types of careers available in the field of health and medicine. It also provided career counseling, participant assessment, and monitoring through the use of preceptors who were members of the hospital and medical school staff. Employment opportunities were made available to those students who were interested in continued in-depth exposure to those types of activities.

PROJECT HISTORY

This project has been in the operation since the Fall of 1969, when fifteen students enrolled in the program. The 1978-79 school year was the seventh year, however, in which the program operated utilizing Vocational Education Act funding, and the second in which academic credit was accorded to students who fulfilled all of the program requirements. This was made possible by the students'

attendance in laboratory and clinic settings, and classes held in the microbiology laboratory at Jefferson Medical College where students learned specific skills.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To introduce 30 students (10 sophomores, 10 juniors, 10 seniors) to the para-professionals medical career options available through vocational education.

2. To awaken the interest of the science students with innate ability to profit from this para-professional health career involvement.

3. Be motivated to increase his or her knowledge and competencies as a health worker.

4. To employ those senior participants who find their vocational exposure rewarding and who desire employment.

PROJECT IMPLEMENTATION

At the beginning of the summer, a schedule was devised and students began to work on a full-time basis. They were assigned to or continued working with a preceptor in either clinical or laboratory areas. Students assigned to clinical practice worked in the obstetrics and gynecology, ophthamology, pulmonary units, and in the occupational and physical therapy settings. Students working in laboratory settings were assigned to the anatomy, physiology, pharmacology, and micobiology areas. With the exception of days on which trips were planned, and regularly-scheduled periods for tutoring, students generally worked daily from 9:00 to 5:00 with an hour break for lunch. Students were observed performing an extensive array of functions. Also, because of these experiences and with the recommendations of their respective preceptors, where appropriate, students were given paid part-time employment during their senior year. During the winter, their schedule

was subject to the discretion of the preceptor, within the overall schedule established by the program. In February, 1980, new tenth grade students were assigned to preceptors and for the remainder of the year followed the schedule met by other students in the program.

Two recurring conditions prevented the enrollment of new tenth grade students in the program at the beginning of the year. Personnel at Jefferson were unable to devote time at the beginning of the school year to supervise new students. In addition, all project personnel preferred that selection of new students take place after the science teachers had an opportunity to ascertain the degree of interest and probable success of new applicants for the program. As a result, procedures for enrolling new 10th grade students were formalized so that these students began working with their preceptors after the middle of the school year.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students participated in the program from each for the three sending schools? What was the average attendance of the participants?

A total of 28 students participated in the program during the funding year. Of this group, 12 were students from Southwark, 14 from South Philadelphia High, and 2 were students from Furness, a high school which was a feeder school to South Philadelphia. Attendance from July 2 to August 24 was 96 percent. During the winter phase of the program students were required to spend at least two afternoons a week (a total of 6 to 8 hours) working with the preceptor. Schedules were made on an individual basis, however, and when students were absent, time was made up as the preceptor designated.

2. What specific laboratory or clinical activities were engaged in by each of the participants?

Each student's duties and responsibilities depended upon the department in which he/she was placed, the length of time the student had been in the program, and whether the student worked in a clinical or laboratory setting. These differences were demonstrated not only by the listing of the duties which were provided by the preceptors, but were evident when students' duties were observed.

In general, students in laboratory settings began learning elementary laboratory procedures such as washing glassware, and placing instruments or specimens in incubators. As students became more proficient and more familiar with the laboratories, they were given more difficult assignments. Among these activities were assisting in or performing animal surgery, and performing analysis of blood gases. Students also learned animal care, dissections, chromatography of urine and tissue samples, and operation of a liquid scintillation counter and subsequent analyses of data. In a few cases, students conducted all phases of a research project. Students in clinical settings helped instruct patients in the physical therapy prescriptions, obtain basic record data and take the blood pressure of women entering the hospital in labor, and transport patients for essential services. In addition, some students learned basic procedures utilized in the Medical Records Department, and utilization of tape machines and keypunching in the Computer Center.

3. What educational and/or occupational choices were made by those students enrolled in the program for at least one year?

Interviews were held with the students early in the Summer of 1979 and also in late spring. Initially, of the 26 students enrolled in the

program, 19 were considering careers directly related to medical specialities. Thirteen persons wished to pursue careers as physicians, three were interested in nursing, and three were interested in careers defined as allied health (e.g., X-ray technology, physical therapy, cytotechnology). Seven students were interested in careers such as law, engineering, and secretarial studies. In the spring, these numbers had changed somewhat. Eight students wished to study medicine, five wanted to be nurses, and six were in health fields. Of the rest, four remained interested in engineering. After exposure of students to the program, this interest was specified to biomedical engineering.

While no inference can be made regarding these changes, students' choices may have reflected greater realism, and/or more informed choices.

4. What were the opinions of the preceptors about the program? What specific recommendations were made for project improvement?

Each preceptor was interviewed at the conclusion of the summer program as well as late in the school year. He was asked to describe the performance of his students, discuss his experiences with the program, and make any comments or suggestions he/she had for program improvement. It should be remembered, however, that each preceptor volunteered for this program and made a commitment which required considerable time and effort to fulfill. Results from the 1979 summer sessions were uniformly positive. Despite the fact that two preceptors believed their respective students did not demonstrate the desired amount of motivation, nevertheless, they expressed positive statements about the program and wished to continue serving in that role. Other preceptors expressed both positive statements about their students and about the program. Also considered important to the preceptors were

the follow-up contacts made by the medical school students throughout the school year, a comment expressed by each of them when interviewed late in the school year. Also considered critical was the need for continued monitoring of student performance and attendance by School District personnel. Most preceptors wished to maintain as much contact with project coordinators as possible. Only in clinical settings where both students and preceptors were much more mobile did the preceptors feel that frequent contacts were less practical to maintain.

Preceptors and coordinators also believed that the creation of some types of program where students would meet as a group would be beneficial. As a result of this suggestion, weekly "brown bag lunch and speaker meetings" have been instituted during the Summer of 1980.

Finally, preceptors continued to emphasize the need for tutoring of students in basic skills.

5. What improvement in basic skills (English/mathematics), as defined by criteria established by the Jefferson Medical School coordinators, was achieved by participating students?

In order to help each student improve his knowledge of basic skills, several procedures were followed. Each student was given at least one hour of individual help per week with English or mathematics based upon the needs expressed by the student himself, his preceptor, or as observed by the medical student coordinators. In addition, the two medical students developed a series of seven writing assignments. The list was given to the students on the first day of the summer with due dates one week apart. Assignments were returned to students with comments and corrections and, with the exception of the last assignment, students were required to resubmit each assignment with revisions.

The seven assignments included the following: (1) an essay which included the student's personal career goals and aspirations, reasons for becoming involved in the program, expectations of the program, and relationship between program participation and career goals; (2) a letter to a college requesting information about the programs which were of interest, a catalogue, and an application; (3) a three page essay on the topic of the student's choice; (4) a three page report on a scientific/medical topic, including at least three references; (5) a three page essay covering the following points: what was learned from participation in the program, a discussion of whether the program was as had been expected, and whether it had aided in the career goals stated, suggestions for improvement of the program in the future, and plans for the immediate future. The medical students examined each essay using the following criteria: grammar, spelling, vocabulary, imagination, and style and form. Over the period of time when students were being tutored, students were graded either "Improved" or "Not Improved." Percentage of students showing improvement in each category was recorded as follows: grammar 62, spelling 66, vocabulary 77, imagination 62, style and form 96. In addition to standard vocabulary building, students were given a list of basic scientific and laboratory terms to learn.

Also, the coordinator from South Philadelphia High School provided tutoring to students in the mathematics and science on an individual basis needed. No formal assessment of student improvement, however, was made.

ATTAINMENT OF OBJECTIVES

This program attained its objectives both during the summer and, with one exception, during the course of the year. Students who had demonstrated an interest in medical and scientific careers were given the opportunity to explore these interests and develop competencies in a medical setting. The placement of qualified 10th grade applicants into the program at the middle of the year has been demonstrated to be a sound policy. Steps which have been taken in the past two years to screen prospective students for this program seem to be effective. It has been demonstrated that this program requires a student with some self-direction and motivation, and that while the student may need considerable assistance and remedial help with English and mathematics, the inclination toward self discipline seems to be a basic requirement for him to succeed. Therefore, teachers in the home school require some period of time before students' interests and motivations can be ascertained. Recruiting students who demonstrate sufficient motivation to handle independent study has not been easy to ascertain. Properly motivated students have been given a program, however, which provides services not possible to obtain within the school setting.

The efforts expended by the preceptors and the medical school coordinators served to provide students with hands-on experiences and with first-hand knowledge of a wide variety of health careers. In addition, individual and small group tutoring in English, mathematics, and science was provided as an integral part of the ongoing program.

CONCLUSIONS AND RECOMMENDATIONS

The program continued to be strengthened by the committment and efforts of the two medical students who were assigned responsibility

for the project. Examples of their efforts included the compilation of a manual, after the conclusion of the summer phase of the program, which listed and described procedures for implementing the program. The medical students were likewise responsible for the creation of group meetings to impart general and specific career information about a wide range of medical and medically-related careers.

The routine scheduling of students for tutoring to improve students' writing and mathematics skills is a desirable program activity. Both the medical students and the instructors reported improvement in the students' basic skills by the conclusion of the summer phase of the program. It would be helpful, therefore, if students, in addition to their other activities, were to continue these supplementary activities throughout the course of the school year.

IMPLEMENTATION OF YOUTH ORGANIZATIONS

CATEGORY: Subpart 2

PROJECT AREA: Vocational Student Organization Act

PROPOSAL NUMBER: 87-8009

BUDGET: $67,305.00

PERSON RESPONSIBLE FOR PROJECT; Mr. Howard Leight

LOCATION/S: Varies with the respective organizations; a list of each is contained within this report

PROJECT DESCRIPTION

This project was created to establish chapters of student organizations at as many sites as possible. Membership in these student organizations provided students with an opportunity to exchange ideas with other students at the local district, state and national levels. It also enabled them to participate in such activities as competitive events, volunteer and community service projects, leadership development conferences, fund raising activities, and campaigns. In order to foster student organizational activities, the current school year's program included staff development of teachers who would sponsor such organizations.

PROJECT HISTORY

This was the third of a three-year implementation plan proposed by the Division of Career Education. Evaluation of previous years' efforts indicated that, with the exception of problems due to vacancies and reassignment of large numbers of home economics instructors, the club chapters were being established as planned. Commitments designed to assist them were well received and have provided needed assistance.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

This is the third of a three-year implementation proposed by the Division of Career Education. The objectives of the 1979-1980 school year are:

1. Establish chapters of AIASA (American Industrial Arts Students Association), DECA (Distributive Education Clubs of America), FBLA (Future Business Leaders of America), FFA (Future Farmers of America), FHA/HERO (Future Homemakers of America/Home Economics and Related Occupations), and VICA (Vocational Industrial Clubs of America) in the schools where teachers were trained under the 1978-79 proposal. Ten new chapters to be established. The schools involved are Washington, Lincoln, Roxborough, South Philadelphia, William Penn, Edison, Gratz, Germantown, Overbrook and West Philadelphia.

2. Train teachers to sponsor AIASA, DECA, FBLA, FHA/HERO, and VICA Chapters in ten new schools. The schools involved are: Franklin, Olney, Furness, Strawberry Mansion, Randolph, University City, Bartram, Philadelphia High School for Girls, Bok, and Kensington.

3. Establish chapters of AIASA, DECA, FBLA, FHA/HERO, and VICA in the schools from which teachers are trained in under the 1979-80 proposal.

4. Establish one chapter of FFA at Swenson Skills Center.

5. Develop leadership potential and reinforce vocational skill development of participating students through vocational student organization activities; competitive events; and attendance at regional, state and national conferences.

6. Coordinate with Temple University to provide an opportunity to involve prospective student organization sponsors with the resource people at Temple.

PROJECT IMPLEMENTATION

As this was the third of a three-year plan to establish student organizations in a variety of settings, several functions were performed by the project coordinator to ensure program success.

At the beginning of the year, experienced and newly-created club sponsors were contacted. Additional training was provided as needed and club activities were planned.

For newly-established and prospective club sponsors, two staff development sessions were planned to assist these personnel develop expertise in managing club activities. The first, a two-day workshop, was held on December 4 and 5. Among the program activities were individual presentations by the coordinator of the vocational student organizations, the student president of Region 25 of the FBLA, and the Assistant Director of the Cooperative and Work Experience Programs of the School District of Philadelphia. Individual meetings were then held based upon club affiliation. Each group meeting was chaired by at least two individuals, one of whom was a representative from Temple University or a State Advisor of the respective club. In addition, the "LEAD Program", a system for teaching leadership skills to students, was presented. A follow-up session was conducted in May, 1980, included in the activities at this session was the opportunity for the sponsors to share ideas and concerns and explore ways of finding solutions to problems they had encountered.

On an individual club basis a number of accomplishments were recorded. Within AIASA, during the current year, three new chapters were fully implemented, and five additional chapters were anticipated to begin operation in the Fall, 1980. Advisors for these five new chapters were selected and all have been provided with the necessary training to implement these chapters. Also, ten members from two schools attended the State Conference in Harrisburg during the year.

Seventeen DECA Chapters were established during the 1979-80 school year. DECA members participated in several events during the current school year. In November, 1980, four teachers and fifteen

students attended the DECA NARCON in Hartford, Connecticut. Students attended workshops on competitive events, chapter management and officer training. Approximately 400 students participated in the local competitive events and officer elections held at Temple University on January 17, 1980. The Temple DECA chapter was very much involved in this conference. Numerous people from business and industry acted as judges. The top five winners in each event (total 70 students) participated in a workshop conducted by the Temple DECA chapter to help prepare them for state competition. Eighty-five students participated in the state DECA conference, held at Host Farms, Lancaster, Pennsylvania on April 20-22, 1980. A student from Lincoln High School won 1st place in Finance and Credit, Employee level, and a student from Washington High School won 2nd place in General Merchandising, Employee Level. Both were scheduled to represent Pennsylvania and compete in national competition in Miami Beach, Florida, in June, 1980. Additionally, 400 students attended the Philadelphia DECA awards banquet at the Marriott on May 15, 1980. Awards and recognition for local and state competition were given at this banquet.

Within FBLA, seven new chapters were established during the 1979-80 school year. Committments for an additional five chapters to be established have been made for the 1980-81 school year. Because of its growth, Philadelphia became its own region (Region 25) in Pennsylvania during this current school year. Among the events in which students participated was a Region 25 Leadership Workshop for 225 FBLA members, a competition held in March in which 300 students participated, and the participation of 69 students from eleven schools

in the Pennsylvania FBLA State Leadership Conference in late April at Host Farms, Lancaster.

This year saw the operation of two FFA Chapters in Philadelphia. Saul has been operational for many years and has one of the most active FFA chapters in the country. Lincoln, however, was established only this year, but was successful in the few activities for which plans had been made. Students from both Lincoln and Saul participated in the Southeastern Region Training Conference, Dingman's Ferry, Pennsylvania, in October; in the Pennsylvania FFA Farm Show, Harrisburg, Pennsylvania, in January; and in the Pennsylvania FFA State Conference, Penn State, in June.

This was the first year for HOSA in Philadelphia and seven HOSA chapters have already been implemented. The chapters were at Bok, Germantown, Penn, Randolph, Swenson, West Philadelphia, and Washington. This was significant because the sponsors began their training in December. An additional four HOSA chapters are planned for September. Also, twenty-four HOSA members from four schools attended the Pennsylvania HOSA Conference in May at Host Farms. A student from Randolph Skills Center was elected state HOSA president.

FHA/HERO activities were begun late in the current year because of problems which occurred during the 1978-79 school year. A large number of home economics teachers were transferred during that time, and sponsors began working at new schools in January, 1979. Nine new chapters were established during the current school year, however, and students participated in both activities at the "Taste of History" program in Fairmount Park and at the State Conference at Champion, Pennsylvania, from April 30 to May 2.

There were eleven VICA chapters in Philadelphia this year, an increase of six over last year. Also, Philadelphia VICA became its own district (District 3). Fifty-one VICA members from eight schools participated in the Eastern Regional VICA officer training workshop at the Downingtown Inn, November 7-9, 1979. The members in attendance expressed enthusiasm with the training they received and the activities in which they had participated. In January, 1980, the District 3 VICA officers were installed at the Philadelphia Board of Education. This event was covered by the Philadelphia Tribune and Channels 3, 6, and 10 in Philadelphia. Eighty-three VICA members from nine schools in Philadelphia participated in the Pennsylvania VICA Conference at Seven Springs, Champion, Pennsylvania. Several students from Philadelphia won prizes at this conference and were scheduled to represent Pennsylvania at the National Conference.

EVALUATION QUESTIONS FOR WHICH INFORMATION IS AVAILABLE

1. Which chapters of the respective clubs listed in the proposal were established as planned?

The following chart lists the club and school in which a chapter has been started.

Schools	AIASA	DECA	FBLA	FHA/HERO	FFA	HOSA	VICA
Bartram		X	X				X
Edison		X					X
Frankford		X		X			X
Franklin			X				X
Furness	X			X			
Germantown	X	X				X	
Gratz		X	X				X
Girls High				X			
Kensington		X					
King		X	X	X			X
Lincoln	X	X	X	X	X		X
Northeast		X	X				
Olney		X	X				
Overbrook		X					X
Penn			X	X		X	
Roxborough				X			
Washington		X	X	X			
West Philadelphia		X	X	X			
University City			X			X	
Bok		X	X			X	
Mastbaum		X	X	X			X
Dobbins		X	X				X
Randolph						X	X
Swenson		X	X	X		X	X
Franklin L.C.			X				
Saul					X		
John F. Kennedy		X					
E.S. Miller						X	
Jones J.H.				X			

2. In what activities did the teachers participate during the staff development sessions? Who served as consultants or resource persons and which concepts did they attempt to impart?

A two-day workshop was held on December 4 and 5 to assist individuals with new chapters. Schedule of workshop activities included brief speeches by persons from both within the School District and individuals from the regional offices of the respective clubs. Additionally, small group sessions were held at which specific club concerns were discussed on a club by club basis. These meetings were chaired by specialists from among the School District supervisory

staff and regional office consultants. In addition to these activities, a supplementary program was presented which was designed to assist sponsors to teach students leadership skills. This presentation was made by a specialist in this field. After the presentation, group meetings were again held and a summary general session concluded the second day's activities. Teacher reaction to this workshop was elicited and yielded very favorable results.

In addition, a variety of activities have been carried out by all the major clubs, except FHA/HERO. Student interest in club activities has been reported to be favorable by these sponsors, and efforts to create viable clubs appeared to be succeeding.

A follow-up staff development session was held on May 14, for those individuals who had attended the initial workshop. In addition to the trainers who had participated in the initial workshop, experienced sponsors helped the prospective sponsors with problems they encountered and provided them with ideas for implementing chapters in the Fall of 1980.

ATTAINMENT OF OBJECTIVES

This project has attained its objectives. Despite the problems which occurred during the second of this three-year plan when large numbers of faculty transfers took place, this project has been successful in recruiting personnel to establish student organizations as specified. Staff development took place as planned; club chapters were established and student participation was achieved beyond initial expectations.

CONCLUSIONS AND RECOMMENDATIONS

Diversity of goals and sites indicate that little can be suggested which would apply to this program as a whole.

It is suggested, however, that periodic staff development activities be conducted to maintain faculty interest and enthusiasm, and to inform faculties of both successful activities and possible concerns which may arise among the sponsors' colleagues.

While the past three years have brought the goals of this program to fruition, it will require sustained effort to maintain the level of interest which has been established, and to develop additional sites where various students organizations have not yet been instituted.

Therefore, it is suggested that a coordinator might continue the efforts, which have thus far been expended, and introduce these activities to those sites where such clubs could be established.

IMPLEMENTING COMPETENCY-BASED VOCATIONAL EDUCATION: AN IN-SERVICE PROGRAM FOR VOCATIONAL EDUCATION

CATEGORY: Subpart 3

PROJECT AREA: Staff Development

PROPOSAL NUMBER: 93-0009

BUDGET: $25,626.00

PERSON RESPONSIBLE FOR PROJECT; Dr. Marion B.W. Holmes

LOCATION/S: John F. Kennedy Center for Vocational Education

PROJECT DESCRIPTION

The purpose of this project was to provide in-service staff development sessions to enable vocational education instructors to implement competency-based individualized instructional system in their classes. It was also expected that teachers who participated in the sessions this year would be able to help other teachers implement competency-based instruction in their schools, and could assist in conducting future staff development programs. The program was conducted mainly by central administrative office vocational education personnel, who designed and conducted most of the sessions. Some of the sessions were also conducted by resource people invited to Philadelphia from other institutions, although the overall planning and implementation of the sessions was handled by the local vocational education staff.

PROJECT HISTORY

This was the first year that this project operated. All of the staff development sessions took place between March 1, 1980, and May 31, 1980, although planning and recruitment activities had started earlier in the school year.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. Given a survey instrument, participants will provide those conducting the staff development with information about their understanding of, and involvement in, delivery of competency-based vocational education instruction.

2. Utilizing the results of the pre-assessment activities, and given appropriate instruction, materials, and activities, participants will demonstrate their ability to convert from traditional teaching methods to one of competency-based individualized instruction, including being able to: a) identify competencies appropriate for a specific subject area; b) prepare instructional materials for specific competencies; c) use the above-identified materials in a given teaching environment; d) manage instruction, including assessment of individual performance.

3. Utilizing V-TECS materials, teachers will be able to demonstrate the proper use of these materials by developing a sample instructional unit.

4. With the aid of an especially prepared packet of material, those conducting the staff development sessions will be able to improve the direction and coordination of existing programs by instructing coordinators and department heads in techniques of competency-based education to the extent that the coordinators and department heads will be able to: a) recognize specific competencies in a variety of fields; b) identify procedures to be followed in preparing competency-based instructional materials; c) direct teachers in the identification and preparation of competency-based instructional materials; d) better relate instructional materials to employment requirements by increasing their use of craft committees for program content validation.

PROJECT IMPLEMENTATION

The proposal specified that only staff from those schools where the vocational education program had been evaluated by the State Department of Education in the last four years would be eligible to participate in this year's staff development program. There were nine such Philadelphia schools: Bok, Dobbins, Mastbaum, and Saul AVTS; and Edison, Gratz, Overbrook, George Washington and West Philadelphia High Schools. Materials explaining the nature of the

program were sent to the principals, department heads, coordinators, and vocational teachers of the eligible schools. Participants were expected to attend five Saturday sessions to be held at John F. Kennedy Center during the spring term, and would be compensated at the rate of $25.00 per five-hour session. The budget provided for as many individuals to participate as could be expected, based on the sizes of the staffs at the nine eligible schools.

The first session, on March 1, 1980, was attended by 58 individuals from schools and 16 members of the vocational education central administrative staff. The presence of the latter individuals allowed them to work with teachers from the various vocational areas, as well as benefitting themselves, from the presentations. When it became apparent that the available funding would be more than enough to provide for all of the interested staff at the eligible schools, permission was secured from the State to run additional sessions. Invitations were sent to additional schools, so as to expand the implementation of Competency-Based Vocational Education to as many schools as possible. Table 1, below, indicates the attendance at each of the originally scheduled meetings (March 1, 8, 15, and 22, and May 31), and at the additional sessions. It also indicates the nature of the activities at each session, and shows which sessions were conducted by outside experts invited to Philadelphia for that purpose. The numbers shown, in the case of JFK staff members, include those conducting the sessions, as well as those participating in other ways.

TABLE I

Competency Based Vocational Education (CBVE)
Staff Development Sessions Conducted
At John F. Kennedy Center

Date of Session	Attendance: School Personnel	Attendance: JFK Administrative Staff	Activities at Session
3/01/80	58	16	Introduction and background information; presentation by individuals from Ohio State University on implementation of CBVE; examination of CBVE materials; group discussions (entire group and smaller groups).
3/08/80	59	16	Introduction to V'TECS by staff member from Millersville State College; discussion of VEIN system; slide-tape presentations on V'TECS and of V'TECS catalogs in CBVE programs; group discussions.
3/15/80 and 3/22/80	55 53	15 12	Development of a Competency-Based unit of instruction; use of D.O.T. to write performance objectives in individual areas. Working in small groups according to subject area to write performance objectives, (activities started on 3/15 and continued through 3/22).
5/03/80	82	17	Introduction to V'TECS (same as at 3/8/80 meeting) for new group of teachers. Other teachers worked in small groups on development of duty and task analyses in individual subject areas.
5/10/80	84	13	New teachers: use of D.O.T. to develop performance objectives. Others: continuation of development of units of instruction in small groups.
5/17/80	83	11	Ohio State University presentation on the materials currently available for use with CBVE (all teachers). Smaller groups then worked on development of units of instruction.

TABLE 1 (continued)

Date of Session	Attendance: School Personnel	Attendance: JFK Administrative Staff	Activities at Session
5/24/80	29	5	Development of CBVE units and discussions concerning problems of original group from March sessions.
5/31/80	90	16	Discussion of plans for implementation of CBVE next year; small-group work on development of CBVE units. Teachers from March group helped newer ones in each subject area.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many teachers and/or supervisors were enrolled in this program, and what activities were provided to train them in the use of a Competency Based Vocational Education (CBVE) program?

Table 1, in the preceding section, indicates the total attendance by school personnel and by vocational education central administrative staff at each of the nine staff development sessions held this year. These overall attendance figures were broken down into more detail by the project staff, who provided the following summary of program attendance:

Administration Participants

1 Director
4 Assistant Directors
11 Supervisors
1 Principal
3 Vice Principals

Coordinators/Department Heads

2 Department Heads
7 Vocational Trade Coordinators

Teachers

101 Vocational Teachers

Altogether, the 130 participants listed above represented 13 different high schools and AVTSs.

The activities provided for (and by) the participants included large-group instruction in the principles of CBVE, the use of the Vocational-Technical Education Consortium of States (V'TECS) catalogs, the Vocational Education Information Network (VEIN) system, the Dictionary of Occupational Titles (D.O.T.), and in methods used in implementing CBVE in schools. There were also slide-tape presentations on some of these topics, and a considerable amount of small-group practice in writing task analyses, sample units, and performance objectives, all under the supervision of specialists in the various subject areas, who worked with each group of teachers. Specialists from Ohio State University and Millersville State College presented some of the topics, the others being taught by JFK administrative staff members. The sessions at which these various activities took place have been detailed in Table 1.

2. To what extent did the program succeed in developing in its participants an understanding of the principles of CBVE?

Before the start of this program, the Director of Vocational Education for the School District of Philadelphia obtained two test instruments from Millersville State College. One of these was a multiple-choice test concerning principles of CBVE; the other was a "yes-no" checklist of activities related to utilization of CBVE in a school. After consultation with vocational education administrative personnel at Kennedy Center and with staff members from the Office of Research and Evaluation, these two instruments were adapted to the present evaluation. The multiple-choice test on principles

of CBVE was used to collect the data to answer this question; the "yes-no" checklist was used to collect the data for Question 3, below.

Both instruments were administered to the program participants at the March 1, 1980, session before they had received any instruction in CBVE. Participants were not told whether they would be re-tested, so they would not be able to study for the post-tests, which consisted of the same instruments. The post-test on principles of CBVE was then given during the March 22 session, after instruction in that area had been completed. The post-test for the activities checklist was not given until the May 31 session, so that teachers would have a chance to implement what they had learned. These instruments were administered only to those teachers who had started the program in March and had therefore been exposed to the entire sequence of instruction.

There were 21 items on the multiple-choice test on principles of CBVE. Thirty-four teachers who had taken the pre-test on March 1 were also present on March 22 to take the post-test. The mean pre-test score for these 34 teachers was 13.91; the mean post-test score was 15.18, corresponding to 66.2% and 72.3% correct, respectively. The difference between these mean scores (1.27, or 6.1%) was significant at the .05 level of significance according to a t-test of correlated means ($t = 2.50$, 33 d.f.). It can, therefore, be stated that there was a statistically significant increase in the understanding of principles of CBVE among these individuals, after completing the four originally scheduled staff development sessions.

3. To what extent did the program result in a change in the degree of utilization by participants of CBVE in their schools?

At the May 31 staff development session, teachers took the post-test for the 16-item checklist of activities related to the use of the CBVE that had been taken as a pre-test at the March 1 session. Results of this checklist were analyzed in two different ways, both in terms of the mean number "yes" responses for each of the 26 teachers who completed both instruments, and also on the basis of overall change in the number of positive responses for each of the sixteen activities.

It was found that many teachers were already engaged in activities related to CBVE, as shown by a mean of 13.81 "yes" responses out of a total of 16 items on the pre-test. This high mean score on the pre-test limited the amount of improvement in scores that could be expected after instruction. The mean post-test score for the 26 teachers was 14.58 "yes" answers out of 16 items. The difference between these two means, 0.77 items (4.8%), was not large enough to be statistically significant (t = 1.43, 25 d.f.).

An examination of the responses to the 16 individual items in the instrument showed that there was an increase in the number of "yes" responses for 11 items, no change for 3 items, and a decrease in the number of "yes" responses for only 2 items.

Thus, although there was an apparent increase in the frequency of utilization of these CBVE methods after instruction, the extent of such increase was not sufficient to achieve statistical significance.

4. What were participants' reactions to the program?

Participants' reactions to the program were determined mainly by means of on-site interviews with teachers during the training sessions, and by conferences with the supervisors running the sessions. In addition, one of the outside consultants, who presented a session concerning the availability of CBVE materials, conducted a survey among the participants concerning their reactions to that session and to the materials demonstrated. Of the 86 respondents to that survey, 94.2% said they would be interested in purchasing materials like the ones shown, 77.9% said they had access to appropriate equipment for employment of CBVE methodology, and 70.9% said the reading level of the materials shown was appropriate for their students. Under "Recommendations," there was a comment to the effect that the workshop was "excellent," and more should be presented, and that the materials were "excellent." There were also comments that more information was needed on available materials; more time was needed to write materials; a definitive glossary of CBVE terminology was needed since the meaning of some terms was not always clear; and that the reading level of some materials should be lowered.

Generally speaking, the reaction to this session was much like the reaction to the others. There was a very positive attitude among the participants about the value of the program, and much "audience participation" during the large-group meetings. The small workshop groups also seemed lively and productive. A vice principal from one of the participating schools sent the project manager a letter

expressing the opinion that the sessions were "well planned, implemented,..., most interesting and informative," and commended the staff for making them available. The consistently high rate of attendance at the Saturday sessions, as shown in Table 1, also tends to confirm the evaluator's impression that the participants considered the program worthwhile.

ATTAINMENT OF OBJECTIVES

The objectives of this program, as stated in the proposal, included both immediate goals and some statements which might be interpreted as assumptions concerning the long-range impact of the program on events in schools (cf. especially Objective 4). To the extent that the objectives referred to events that could be observed or measured this year, it can be stated that they were in large degree achieved. Participants provided the project staff with information about their understanding and utilization of CBVE methods, and a statistically significant increase in understanding of such methods during the course of instruction was demonstrated. Participants were able to identify competencies and prepare CBVE instructional materials for specific competencies, using such resources as the D.O.T. and the V'TECS materials. Expectations stated in the Objectives about ways in which CBVE methods would be implemented in the participants' home school could not be studied as part of this evaluation, because they referred to events that would take place during the following school year.

CONCLUSIONS AND RECOMMENDATIONS

The staff development program conducted this year was apparently carried out with considerable attention to detail and extensive preparation on the part of the staff. The program was very well received by its target population, who seemed genuinely interested in learning about the methods discussed and participated actively in the various workshop activities. There is apparently still a need for unambiguous definitions of words like "job," "task," "step," and "procedure," which give the impression of being meaningful terms, until an attempt is made to attach them to specific referents. Some attention to this problem is recommended before further staff development activities of this type take place.

IMPROVING GUIDANCE SERVICE FOR THE JOB-BOUND STUDENT

CATEGORY: Subpart 3

PROJECT AREA: Guidance, Counseling, and Placement

PROPOSAL NUMBER: 81-8814

BUDGET: $44,347.00

PERSON RESPONSIBLE FOR PROJECT: Mr, Bernard Cobert

LOCATION/S: Germantown, Martin Luther King, Northeast, Olney, William Penn, Roxborough, and University City High Schools; Swenson Skills Center. (This list changed during the school year.)

PROJECT DESCRIPTION

The primary focus of this project was to assist students in high school to make the transition successfully from school to an entry-level job. The program concentrated on providing students with basic information about the world of work and the process by which one secures employment. Utilizing resources such as VICS, audio-visual presentations, field trips, and visits by representatives from industry, project personnel attempted to assist students, both through their counselors and directly, in formulating career objectives and plans for achieving them. Topics covered included the following: (1) How and where to secure information about the labor market, entry jobs, and job requirements; (2) How to assess strengths and weaknesses and the relationship to specific cluster careers; (3) The decision-making process and its relationship to occupational choice; (4) How and where to look for work; (5) How to complete job application forms, how to function in a job interview, and other relevant skills; (6) Job placement resources; (7) Job opportunities, career options and training programs

available through vocational education and other educational resources; and (8) Expanding opportunities in non-traditional jobs.

PROJECT HISTORY

This program has been in operation since 1971. In 1973-74, and again in 1974-75, the project was expanded to include almost all of the city's senior high and vocational technical schools. Because of serious financial constraints during the 1976-77 and 1977-78 school years, however, funding was available for only two career resource persons who were able to serve ten schools. Nevertheless, this project was effective in meeting its stated goals at those sites where the project functioned.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To add 4 more schools to the program.
2. To establish and/or update career resource centers with occupational information.
3. To increase the number of group guidance sessions.
4. To provide assistance to students in decision-making about vocational objectives.
5. Students will be able to cite appropriate vocational objectives in which they are interested and the steps required to attain these objectives.
6. Students will receive information about vocational-technical training programs at the post high school level (13 & 14th year).
7. Students will receive information as to how to fill out job applications, prepare for an interview, where and how to look for work, positive work attitudes and job placement resources and programs.

PROJECT IMPLEMENTATION

Initially, two experienced assistants began implementing the program early in the school year. The third assistant was hired in

early November, and after a two-week period of in-service training, began serving the schools to which she was assigned. In early March one assistant obtained another position, and was not replaced until early May. It should be noted, however, that the level of service at some sites changed throughout the year, and that after early March, two sites were no longer served by project personnel.

Table I shows the dates of service provided for each of the sites.

Table I

Dates of Service Various Schools Received Project Services

Schools	Dates of Service
Northeast	9/79 - 6/78*
Swenson Skills Center	9/79 - 6/80*
Olney	9/79 - 6/80
William Penn	10/79 - 6/80
Frankford	9/79 - 6/80
Randolph Skills Center	10/79 - 3/80
King	9/79 - 6/80
Germantown	9/79 - 6/80
University City	9/79 - 3/80
Roxborough	9/79 - 3/80
Dobbins	10/79 - 6/80
West Philadelphia	10/79 - 6/80

*Two assistants served these schools from May to June, 1980.

For the most part, each career assistant was responsible for serving four schools, and generally spent one day per week at each site.

At Frankford High School, the assistant utilized the same Career Resource Room within the library as had been done in previous years.

In addition to those services regularly offered at that site, the assistant developed and coordinated the Senior Career Project. This program included the preparation by a student of an occupational brief on any career in which he had expressed an interest. For any student undecided on a future career, instruction utilizing the interest inventory on the VICS terminal was provided. Also, students were taught how to investigate job openings, and complete an employment application.

At Northeast High School, while the Center was utilized minimally during the first part of the year, intensive coverage was provided later in the year, and resulted in visits to classrooms to explain programs in use by students involving career information serivces. Also, some English teachers incorporated the VICS Career Questionnaire (VCQ) in senior classrooms. This technique was also pursued at Olney High School as well. Services at both William Penn High School and Dobbins Area Vocational Technical School included the use of speakers from a variety of private and non-profit agencies to provide career information to students and serve as role models. These speakers included the Executive Director of the Urban Coalition, the Deputy Commissioner of Health for the State of Pennsylvania, the Director of Personnel at Bell Telephone Company, the Executive Director of Area Manpower Planning of the City of Philadelphia, and one of the judges of the Court of Common Pleas. Emphasis at Dobbins was also placed upon working with seniors to develop job-seeking skills, such as completing application blanks and performing appropriately during an interview. The program at the other centers was implemented in a similar manner to previous years,

except for the addition of group activities to the other regularly-performed activities. Due to the departure of one of the career assistants, however, no services were provided to Randolph Skills Center, University City, and Roxborough High Schools after the beginning of March.

It should be noted that the assistants worked very closely with the students who were interested in specific job information by the institution of a survey questionnaire distributed to the students on a grade-by-grade basis. Results of this questionnaire enabled the assistants to provide those students with occupational and/or job information.

EVALUATION PLAN: QUESTIONS ANSWERED

1. What resources were provided to the two new centers established during the 1979-80 school year? What changes and additions were made at existing sites?

In general, while this program has remained an individual one, (changing from school to school due to facilities, time, needs of students and teachers), its emphasis was changed at some sites to a more group-oriented one. The addition of resources at each of the four new schools was accomplished in the following ways. At Dobbins, the assistant began providing service by bringing pamphlets and other handouts to classes of seniors and began a series of group discussions in classes for seniors. Additionally, the assistant began collecting names of students referred by counselors who needed additional information. At the suggestion of the principal, the assistant also worked with groups of students on such items as job application forms and other job-related skills.

At West Philadelphia High School, a center was established which contained the basic materials located at other schools. This included

such items as bulk handouts, Occupational Outlook materials, audio-visual equipment, job-research materials, and other work-related information. In addition to group sessions held at the center by the assistant, ongoing service was provided to teachers and students in the classroom. Special programs which could be continued on days when the assistant was not present were emphasized at this school.

Because of the nature of both Randolph and Swenson, activities at both schools stressed assistant work with seniors on job entry skills. They worked within shops with small groups of students on job applications, job interviews and other needed skills.

Generally, however, these changes included the update of occupational materials, updates within the VICS program, and the introduction of group directed activities. These group activities became the major activity of the assistants, and were reflected in the numbers of students served by the project during the current year.

2. What information and training were provided to the three assistants to conduct group guidance sessions in their respective schools?

Until March, the career assistants spent one day per week at the Administration Building in the Vocational Guidance Office. Among the activities in which they were engaged was participation in staff development to learn group techniques and procedures. The supervisor would convey some point of information and/or make suggestions. The group would then practice the technique being mastered. Role playing was the major technique used to impart this information.

After each mini-practice session, a critique of each assistant's performance was made and each was repeated until both the supervisor and each assistant believed the concept was learned and could be utilized

with the students. After March, because of the changes in personnel, each assistant spent a greater proportion of her time in the field and these sessions were discontinued. Since the third assistant was hired so late in the school year, other more immediate instructional needs took precedence.

3. What specific vocational/occupational information was provided to students in both group and individual sessions? What were students' reactions to the services provided to them?

Students obtained a variety of types of information from several sources. The VICS terminals offered a number of resources depending upon the interests of the students. Four categories of information were provided. For those students who wished career and job information, a questionnaire was completed which ascertained the students' likes and dislikes, courses enjoyed in high school, and a variety of other information about the student which would help determine the types of occupations in which he would be interested. After completing this questionnaire, the student placed the information into the computer. From the results of these data, the student obtained a list of jobs in which he might be interested. He was given a list of the jobs and the broad job cluster into which each belong. The student was then able to explore each job and obtain a considerable amount of information about those jobs in which he had expressed an interest. In general, students most often explored specific jobs in the mechanical, humanitarian, and leading-influencing categories. In addition, students also utilized the job search files. These files contained the names of employers in the Philadelphia area who did not require more training than a high school diploma for entry level positions. A total of 6927 job explorations were made by students at those sites where the career assistants were working.

Also, brochures and pamphlets on a wide variety of occupations were distributed to the students. Students were also given information about careers from a group of speakers, the names of whom were listed in the implementation section of this report.

Student reactions to these services were uniformly favorable. After each session at which a speaker was present, students were asked to complete a form on which they were asked to comment about the information which was presented by these speakers, whether the information was helpful in making career plans, and the quality of information provided by the speakers in general. In all cases, students believed this format to be helpful and expressed positive attitudes toward this method of obtaining career information.

Since students views concerning VICS have been ascertained frequently in previous years, it did not appear necessary to repeat this effort. Student use of VICS has been consistently high, and this year's data confirms its continued use as a vehicle for obtaining occupational information.

Interviews with students also confirmed the value of group sessions as a tool in obtaining occupational information. The aspect of group sessions which received the greatest support was not that students made occupational decisions, but that they were given ways of learning how to make these decisions. This aspect of the program received considerable support by students, and was highlighted as a critical need by the specialists.

ATTAINMENT OF OBJECTIVES

In general, the objectives of this program could be said to have been achieved. While the goal of adding specifically designated schools

to the program was accomplished, however, others were later discontinued. Therefore, expansion of services to include additional schools could not realistically be said to have been attained. Nonetheless, many activities were instituted which brought service to large numbers of students. Of special note were the group activities which were instituted through the efforts of the career assistants when working with subject matter teachers. As a result of using the VICS interest inventory, teachers were able to give students assignments relating to both their career interests and academic skills required for the respective course or subject in which the student enrolled. For example, students in a particular English class investigated and wrote about a career cluster which emerged as a result of their own responses to the VICS program. The success of the training of the career assistants by supervisory personnel in the Division of Pupil Personnel was reflected in the expansion of their services to classroom teachers and their students. Because the number of assistants was so small and their ability to serve a school was limited to one day per week, these activities helped to provide continuity and assistance on a more intensive basis than would have been possible otherwise.

CONCLUSIONS AND RECOMMENDATIONS

This program continued to be successful in providing services to students who needed assistance in their post high school plans. The inclusion of services to job-bound youth such as training in writing resumes, learning how to conduct oneself during a learning job interview, and learning how to assess work-related strengths and weaknesses has enhanced the value of this program.

Continued emphasis upon group-oriented activities, and training of the assistants in group techniques, appeared to be a logical outcome to the two major limitations of this program. Without these group activities, the assistant could serve only a very limited number of students because each individual could spend only one day at each site. The assistance which has been provided to large numbers of teachers should be continued to affect group activities which can take place when the assistant is not present in the school.

Delay in filling positions when vacant, however, resulted in the termination of service to three schools. Ways must be found, therefore, to expedite the filling of vacancies in order that programs not be adversely affected when such vacancies occur.

INDIVIDUALIZED INSTRUCTION FOR SPECIAL/VOCATIONAL EMR PROGRAMS (AIMS)

CATEGORY: Subpart 2

PROJECT AREA: Handicapped

PROPOSAL NUMBER: 76-9001

BUDGET: $524,584.00 (This budget includes funding for all Vocational Programs for the Handicapped.)

PERSON RESPONSIBLE FOR PROJECT: Dr. Richard Glean

LOCATION/S: Kane and Carroll Schools.

PROJECT DESCRIPTION

This project provided individualized vocational learning experiences to EMR, secondary age students at the Individualized Prescription Centers, located at the Carroll and Kane Occupational Schools. The purpose of the project was to increase the mastery level of basic vocational skills of educable mentally retarded students in order to increase their chances of success in vocational courses. The students were taught in small step sequences built into the program's individualized learning packets. The AIMS packets were developed by a staff of curriculum writers experienced with the vocational needs of EMR students. Students were given the repetition, review, and reinforcement needed to increase their chances of success in meeting the objectives of their prescribed vocational programs.

PROJECT HISTORY

This project was initiated in February, 1972. Individualized instructional packets, to be used in conjunction with computer terminals planned for the two schools, were devised. Students at the Carroll Occupational School made use of the developed packets and were awarded certificates upon their successful completion of

the materials. During the 1976-1977 school year, however, the previously installed computer terminal was removed from the Carroll School for budgetary reasons. For the 1977-1978 school year, materials at Carroll were to be duplicated for the new center at the Kane School. Partial materials, however, were duplicated and supplementary materials were used. During the 1978-1979 school year, Kane received additional AIMS materials from the Division of Instructional Services.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide restaurant practice and tailoring EMR students with individualized instruction through participation in the individualized Prescription Centers at the Carroll and Kane Occupational Schools.

2. To provide each of the IP Centers with the individualized instructional packets and learning activities which have already been written in the defined areas encompassing the generalized basic objectives of vocational competency.

3. To provide individualized learning experiences for approximately 180 to 200 educable mentally retarded (EMR) students.

PROJECT IMPLEMENTATION

The project operated at the Kane and Carroll schools, and provided EMR students with vocational learning skills through the use of instructional learning packets, tapes, filmstrips and other instructional materials.

Students enrolled in the AIMS project at the Carroll School were restaurant practice and tailoring students. Students enrolled at the Kane School were students in various shops. Students at Carroll met one period a week for instruction with two to three students in a class. Due to a lack of materials at Kane, students met once a day with a class size of approximately four to seven. Kane's

students became disinterested easily and often did not come. Packets were read aloud often and were not supplemented with filmstrips. The aide at Kane had a filmstrip projector, but was unsuccessful in getting any filmstrips through the school.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students were enrolled at Carroll and Kane Individualized Prescription Centers?

The following table reports the total number of students enrolled in the AIMS program at both the Kane and Carroll Schools.

Table I

Number of Students Enrolled in the Program

School	Number of Students
Carroll	70
Kane	30
Total	100

2. Was the Kane Individualized Prescription Center provided with the same previously developed instructional learning materials as the Carroll School?

During the 1977-78 school year, materials at the Carroll School were to be duplicated for a new center at the Kane School. Partial materials were duplicated and supplemental materials were used.

During the 1978-79 school year, the principals of Kane and Carroll Schools met with the Department of Special Education to obtain tapes and learning packets that had been previously borrowed from the Department of Instructional Services. The materials were delivered to the Kane School at the end of the school year. In November, 1979, an inventory of the new materials received from Instructional Services was made at Kane by the aides of both the

Kane and the Carroll Schools. The learning packets were divided, and arrangements were made with the Department of Special Education to duplicate the tapes so that both schools would have individual copies of the tapes. In addition, Kane was to find out which additional tapes it needed from Carroll and have the additional tapes sent to the Department of Special Education for duplication, along with the tapes received from the Department of Instructional Services. This would have ensured that both schools had the same instructional materials. To date, no further efforts have been made or reported by the Kane School to transmit any tapes to the Department of Special Education for duplication.

As of this writing, both Kane and Carroll had copies of the same learning packets, or enough for more than one student to use the same lesson (learning packet and taped lesson). Carroll still needed copies of tapes delivered to Kane by Instructional Services at the end of the last project year. In addition, new materials were ordered through the Department of Special Education for both the Kane and Carroll Schools. As the materials arrived at the Carroll School, they were placed in the AIMS classroom. Materials arriving at the Kane School were not placed in the AIMS classroom and only a few were observed in storage. The rest of the materials will have to be located and documented during the next project year.

3. How many AIMS packets were completed by students at each school, and to what instructional areas were students exposed?

Table II indicates the number of AIMS packets completed by students at the Carroll School.

Table II

AIMS Packets Completed by Carroll Students

Titles of AIMS Packet	Number of Packets Completed
Job Attitudes	129
Accepting Responsibility	114
Social Attitudes	73
Individual Prescription Center	65
Food Service Operation	61
Tailoring Employment Opportunities	52
Safety in Tailoring Shop	40
Basic Terminology in Tailoring	30
Tailoring Products Procedures	30
Supplemental Food Service Operations	19
Food Service Careers	18
Food Service Terminology	18
Tailoring Requirements and Attitudes	15
Safety in Kitchen	12
Courtesy	11
Initiative	10
Food Service Job Applications	9
Union Special Sewing Machine	5
Food Service Personnel Qualifications	4
Kitchen Job Staircase	3
Food Service Advancement Requirement	2
Safety in Food Preparation	2
Safety in Proper Clothing	2
Total	724

The following table shows the number of packets completed in each instructional area by students at the Kane School.

Table 2

AIMS Packets Completed by Kane Students

Title of AIMS Packet	Number of Packets Completed
Arithmetic Skills	264
Food Service	114
Communication Skills	44
Individual Prescriptive Center Orientation	39
Health Habits	10
Tailoring	8
Total	479

4. Was instruction designed to meet the specific instructional Needs of each student?

Students at Carroll received individual assistance once a week in the Individualized Prescription Center. The aide gave each student an introduction to topics and packets before each packet was used. Tapes were individually selected by the aide according to each student's progress and vocational area. The packets were supplemented with filmstrips after packets were completed. Students took tests at the end of each packet and were able to check their own answers. Some tapes required a whole period or more, but most students were able to complete them within one period. The aide discussed the answers with students to determine student progress and assist students with problem areas.

Students at Kane received group instruction due to the lack of materials needed for individual instruction. Students started with the same packets and, as students fell behind or worked ahead, they would work individually. Since there was a shortage of tapes the aide would read the packets out loud. Classes at Kane were larger

because students came every day. Student progress was also checked by the aide and problems discussed with students. If students did poorly on tests, they would repeat the material with assistance from the aide. The aide had a filmstrip projector, but no filmstrips to supplement packets as students finished their packets. Students progressed at their own rates in both schools.

5. What type of student progress was made in their vocational courses as a result of using the AIMS packets?

Restaurant practice and tailoring teachers reported that students improved their grades, attitudes (toward class and written work), reading, and verbal skills. Students exhibited more self confidence and a feeling of success from completing something. It was felt that the one-to-one assistance helped students to relate better to their vocational shops. The centers also reinforced terminology used in shops thereby improving student understanding of terms, concepts, and equipment.

ATTAINMENT OF OBJECTIVES

Restaurant practice and tailoring EMR students received individualized instruction in the Individualized Prescription Centers at the Kane and Carroll School. One site, however, did not soley restrict student enrollment to restaurant practice and tailoring students, but to any EMR student who would benefit. Both centers had the same learning packets; but one center lacked the accompanying tapes and other supplemental materials, i.e., filmstrips, projectors, etc. Additional materials were sent to each school late in the school year for program enrichment. Both schools received the materials, but only one AIMS classroom has received materials to date. The

project served 100 students which was just over half the number of students to be served as stated in the proposal.

Although the objectives were not attained, students did receive instruction that did improve their proficiency in the classroom as reported by their instructors.

CONCLUSIONS AND RECOMMENDATIONS

Students received individualized instruction that assisted them to improve their efforts in their vocational shops, as reported by their shop teachers. It is recommended that since the project was designed to benefit restaurant practice and tailoring students, efforts should be made to insure that these students be enrolled first before others are allowed to take part in the project. Further efforts should be made to insure that, if both sites are to operate, they both have the same materials. It is further recommended that careful consideration be given to ascertain whether both sites are able to achieve project objectives under present operational procedures, or whether project implementation changes need to occur to insure the attainment of proposal objectives by both sites.

JOHN F. KENNEDY AVTS, POST-SECONDARY

CATEGORY: Subpart 2

PROJECT AREA: Other Vocational Instruction or Services

PROPOSAL NUMBER: 73-0008

BUDGET: $461,125.00

PERSON RESPONSIBLE FOR PROJECT; Mr. Lawrence Chialastri

LOCATION/S: Kennedy Center, Martin School

PROJECT DESCRIPTION

This project provided vocational training in 12 occupational areas for out-of-school youth and adults from September through July; the school is closed each year for the month of August. The program was based on the concept of individualized instruction; students progressed at their own rate, with no exact time limit set for the completion of a course. Students who completed a course were awarded a "Certificate of Proficiency" for tasks in that vocational field, but a student might at some time during the year have found a job in a vocational area before completing an entire course, and was free to leave the school at any time.

Although diagnostic testing was not done for all incoming students, it was available on a limited basis. Job placement assistance was provided by the individual instructors in their own vocational areas for students who completed their courses, and a survey of employers was conducted by the school supervisor to determine the degree of job success of former students.

PROJECT HISTORY

This program has operated since April, 1972. Previous evaluations have shown that the program was achieving its objectives.

Although there have been some changes in organization and staffing over the years, the program has utilized essentially the same facilities each year, and has succeeded each year in training students so that they were able to obtain jobs in the vocational area in which they were trained.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide training programs in 12 occupational fields.
2. To provide all students and applicants with the opportunity to receive a vocational diagnostic evaluation.
3. To provide job placement assistance for all students completing training.
4. To survey all employers who have hired students to determine whether, and to what extent, students placed have maintained or upgraded themselves in their positions.

PROJECT IMPLEMENTATION

The 12 vocational courses offered this year are listed in Table I, below. Except for the Photogrammetry course, which was taught at the Martin School, all courses were taught in classrooms and shops at the John F. Kennedy Center for Vocational Education. A school staff member interviewed all applicants, who were placed in courses as vacancies arose. Because of the open-entry, open-exit organization of the school, placement in courses could occur at any time during the school year, since students could leave a course at any time to take a job, or for other reasons. It was not expected that a student would necessarily complete a course by the end of the school year; those who did not would simply continue the course the following year. Thus, "Certificates of Proficiency" were awarded all during the year, there being no simultaneous "graduation" of students each year.

Visits to the classes this year revealed that they were adequately equipped and well organized, with students engaged in meaningful educational activities. There was apparently a high level of motivation among most of the students, which was consistent with the fact that they were all above high school age, and that the program was entirely voluntary and vocationally oriented.

EVALUATION PLAN: QUESTIONS ANSWERED

1. For what occupational areas were students trained by this program, and how many students were trained in each area?

Table I indicates the occupational areas in which students were trained this year, as well as the total enrollment for the year in each subject, and the enrollment as of June 19, 1980, the last day on which classes were held during the current funding year. This second figure is an indication of the number of students that could be accommodated by each course, since there was usually a waiting list for class placement, and few vacancies in courses went unfilled. The number of "Certificates of Proficiency" awarded in each subject is also shown. These certificates were awarded on completion of an entire course. While a student might have learned enough to get a job in a particular vocational area, only students who completed the entire course to the instructor's satisfaction were awarded certificates.

Table I

Students Taking Courses at the John F. Kennedy AVTS During the 1979-80 Year

Course	Total Enrollment This Year (to 6/19/80)	Number on Roll as of 6/19/80	Number of Certificates Awarded This Year	Number Placed in Jobs This Year
Machine Transcription and Electric Typewriting	110	35	25	38
Business Machine and Office Practice	68	35	12	17
Distributive Education	70	17	11	23
Building Maintenance	39	20	10	8
Drafting	68	17	17	13
Cosmetology	47	23	10	12
Furniture Refinishing	58	20	8	9
Offset Printing	44	23	11	11
Small Engine Repair	51	18	8	9
Dental Assisting	35	21	10	6
Photogrammetry	29	18	9	21
TV and Radio Service Technicians	46	23	9	14
Totals:	665	270	140	181

2. With what opportunities for vocational diagnostic evaluations were the students in this program provided?

Diagnostic evaluations were provided for the students on an occasional basis, for the most part, rather than being given to all incoming students, as had been the practice in previous years. The main exception to this was the Dental Assistant course, for which all students were given preliminary screening tests in reading and mathematics. This course was also unusual in that it required all candidates to be high school graduates and at least 18 years old.

For the other courses, however, lack of sufficient staff time made it impossible to give screening tests to all applicants before they were placed in courses. In order to estimate the effect of this change in procedure, a questionnaire was prepared by the evaluator on which the faculty indicated their feelings about use of preliminary screening tests for incoming students.

Of the 12 faculty members, 10 (including the Dental Assistant teacher) indicated that they thought the use of preliminary screening tests would be worthwhile. Seven teachers said that they had noticed a change in their "degree of teaching success" or in problems they had with their classes since the discontinuation of screening tests for all incoming students. They attributed these new problems to the presence of students in their classes who would not formerly have been placed with them.

In interviews, some of the faculty members, who had said they would like to see general screening tests reinstated for all incoming students, noted that since the cessation of such testing, they had students in their classes who lacked certain elementary arithmetic and measuring skills which were essential to success in the course. Some teachers noted that the cessation of screening tests did not affect them very much, since their course content did not depend on the skills for which the students had previously been tested. Those who wanted the tests reinstated said that failure to screen out some students often resulted in their dropping the course after a few days, or else required the teacher to devote excessive time to teaching the required skills, time which they could not afford to take from their regular instructional schedule.

3. How were students recruited for this program?

Inasmuch as this program has been training several hundred students a year for about eight years, there is at present a large body of former students who have made referrals to the program by word of mouth. In addition, various federal and state agencies (such as the Veterans' Administration and CETA) have made referrals to the program. The school also has published an illustrated folder describing the course offerings, including a street map of the area surrounding Kennedy Center and a list of bus and subway routes to the school. The fact that waiting lists existed all year in most subject areas indicates that the referral sources were adequate to keep the school fully occupied.

4. What type of job placement assistance was provided by the program?

The only job placement assistance available to the students was that provided by the instructors in each subject for their own students. This was a part-time effort; it may be reasonable to assume that a full-time placement officer could be more effective in placing students in jobs. As part of the questionnaire mentioned under Question 2, the 12 faculty members were asked if they thought the provision of additional placement services for their students would be beneficial. Eleven of the 12 said they would like to have such additional services available; the photogrammetry teacher indicated that no help with placement was needed in that particular vocational area. Eleven of the 12 teachers also said they felt a need for more information about the job market in the Philadelphia area.

5. How many students were placed in jobs related to their training?

Table I shows the number of students placed (by their instructors) in jobs related to their training, based on the instructor's records. There was, unfortunately, no way of determining the number of students who obtained jobs on their own after leaving the school, and whether or not these jobs were in the field for which they were trained. It should be noted that the number of placements in some cases exceeded the number of students who received "Certificates of Proficiency" this year. This was because, as noted before, it was possible for some students to be placed in jobs before they had completed an entire course, and since eventual vocational placement was the main reason for the existence of the school, such placements were not discouraged.

6. How many students completed their training this year in each vocational area?

For each vocational area, Table I indicates how many students were awarded a "Certificate of Proficiency" this year. The number of certificates awarded this year (140) represented 21,1% of the school's total enrollment. This percentage was slightly lower than last year's percentage of certificate awards (24,0%), but higher than the percentage for the 1977-78 year (18,5%). It was, in fact, almost exactly equal to the average rate of completion for the preceding two years (21.0%), so that the statement can be made that no important change took place this year in the percentage of students who received "Certificates of Proficiency."

7. Based on the survey of employers conducted by the school, how many former students maintained or upgraded themselves in their positions?

During the Spring, 1980, term, the school staff mailed questionnaires to employers who had hired former JFK students. By June, 1980, completed questionnaires had been returned to the school from 39 employees. Of these 39, nine were no longer working for the employer by the time the survey was conducted; three had left their employment voluntarily while the other six had been laid off (because of lack of work) or dismissed. Of the other 30, the employers indicated that 10 had received a raise or promotion since first being employed. There is, unfortunately, no way to know what percentage of former students were still employed among the group for which questionnaires were not returned. One might assume that employers would be more likely to respond to an inquiry about a current employee than about a former one. In any case, the fact that 30 of 39 former students were still employed by the time of the survey is encouraging, as is the fact that 10 of those received raises or promotions since first being employed.

ATTAINMENT OF OBJECTIVES

Three out of the four objectives of this program were achieved this year. As noted above, most students did not receive diagnostic evaluations before class placement. Job placement assistance was available only as a part-time activity by the faculty, although 181 students were successfully placed by this method. Training programs were provided in twelve trade fields. A survey of employers was conducted.

CONCLUSIONS AND RECOMMENDATIONS

On the basis of interviews with faculty members and the school administration, it appeared that the reinstatement of diagnostic testing for all incoming students, before class placement, was viewed as a worthwhile reversion to a former practice. Such testing, however, was time-consuming, and could probably not be done without the addition of at least one more staff member. The services of a placement officer were also much desired by the faculty, and it might be possible to implement both the testing and the placement function by the hiring of one person, whose time could be divided between these two roles. The provision of additional information about the job market could be accomplished simply by installation of a VICS computer terminal at the school, so that both the faculty and students would be able to use it. While the school functioned this year in an adequate manner, the changes suggested would quite possibly serve to increase both the proportion of students completing their training and the number placed in jobs.

LIFE SKILLS AND EMPLOYABILITY SKILLS PROGRAM

CATEGORY: Subpart 3

PROJECT AREA: Guidance, Counseling and Placement

PROPOSAL NUMBER: 81-8826

BUDGET: $74,999.00

PERSON RESPONSIBLE FOR PROJECT; Mrs. Millicent Hartsfield

LOCATION/S: Gratz High School.

PROJECT DESCRIPTION

This project, utilizing commercially-developed Adkins Life Skills Employability Series materials, was designed to help disadvantaged students choose, obtain, and retain jobs. Through a combination of counseling and instructional methods, the program was designed to assist students develop both vocational decision-making and job-seeking skills. The program utilized video and audio tapes, student manuals, role playing and skills building exercises, video feedback, questionnaires, and other materials under the guidance of an individual trained in this approach. The ten units of this program were designed as a structured curriculum to meet specific behavioral objectives.

Students began the process with self-exploration and an assessment of interests and abilities, particularly in relation to job satisfaction variables and the process of vocational decision-making. The program focused on occupational exploration, covering both career fields as well as specific jobs within fields. Additional units covered specific techniques in locating appropriate jobs and training programs. Job-seeking skills were stressed as well as learning the techniques for refining the entire vocational decision-making process. Not only were the generic skills involved in planning, organizing, and managing

covered in the program, but the application of these skills to the problem of realizing the students' own vocational needs and aspirations was also covered. The final unit covered issues and problems which arose on the job and attempted to provide students with techniques to deal with situations which affect their adjustment to their work and could cause them to leave or lose their jobs.

PROJECT HISTORY

This was the second year of operation of this project. During its first year of implementation, project activities did not get under way until the second half of the school year. Because of the late start of the project and the realization that covering each unit required a far longer period of time than had been anticipated, only an estimated two and-a-half units of the series of ten were covered by the students. Efforts during the first year, however, resulted in the installation of a life skills learning laboratory at one school, and the implementation of at least some of its curriculum with a number of students. Therefore, although the quantity of curriculum covered last year was far less than anticipated in the list of objectives, the project did get under way and demonstrated that it was capable of providing the type of service specified in its proposal.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. Given a series of situations that depict various attitudinal behaviors, each student will be able to identify attitudes which are positive and which, if any, are negative. Accuracy will be determined by the LSE.

2. Given a variety of vocational options, each student will demonstrate his/her decision-making skills by choosing an option and listing the strategies he/she used to arrive at the decision. Satisfactory performance will be determined by the LSE.

3. Given a series of help want ad abbreviations, each student will correctly identify at least 90% of them.

4. Given the necessary information from a newspaper want ad, at least 10% of the students will be required to demonstrate how to answer want ads by telephone. Mastery of this skill will be determined by comparing their actions with a checkoff list of correct procedures for making effective phone calls.

5. Given the task of preparing for a job interview, each student will: (1) prepare an inventory of personal data for completing various forms; (2) identify and avoid common mistakes made on application forms; and (3) complete a difficult application form correctly. Satisfactory performance will be determined by the LSE.

6. Given an assortment of resumes, students will be able to identify the two that are correct and suitable for submitting to potential employers.

7. Given a mock job interview, at least 5 students in each class, playing the role of applicants in person-to-person employment interviews, will demonstrate correct interview behavior by presenting themselves in a manner that (1) indicates an understanding of the purposes and importances of the interview; (2) leads to positive impressions; (3) shows they are knowledgeable about the job sought. Performance will be rated by the LSE against a check list composed of items commonly considered by professional job interviewers.

8. Given a list of possible goals and a list of goal planning strategies, each student will select a goal and identify in proper sequence, the correct strategies for achieving the goal.

9. After identifying his/her personal vocational goal, each student will develop a written vocational plan that lists step-by-step the strategies he/she will follow to achieve the goal. To be considered correct, steps listed by the students must appear in the outline for goal planning developed during the group sessions.

PROJECT IMPLEMENTATION

Because of efforts by the administrative staff at the beginning of the school year, teachers were more cooperative during the selection phase of the project in the second year than had been the case during the first year, when, for the most part, only those students who were disruptive in class had been referred. During the current

year, approximately 180 students in 9 classes participated in the program. While the initial population exceeded that number, students who were disruptive, attended infrequently, or did not complete the assignments, were removed from the program. The schedule was changed weekly in order that students not miss the same class on a consistent basis.

Observation of student activities seemed to indicate strong interest in project activities. Students participated freely in classroom discussions, asked questions, appeared interested, and were very attentive to project activities. Students were often observed, however, to use incorrect English with some degree of frequency. Additionally, career development specialists were often observed working with students on a one-to-one basis discussing careers, courses of study, and other career-related concerns raised by students.

Because of concern raised during the first year of operation about the poor physical facilities in which the program was housed, the program during this second year was moved to smaller, but much quieter quarters.

EVALUATION PLAN: QUESTIONS ANSWERED

1. What procedures were utilized to identify and recruit the students for the program? What criteria were utilized to define "disadvantaged?"

In order to qualify for the program, a list of students who scored at the 25th percentile or lower on the standardized California Achievement test was compiled. From this list, students were recruited who, after being told of the program's objectives, expressed an interest and agreed to attend on a regular basis.

2. What audio-visual or other supplementary materials were utilized in the presentation of the project?

In addition to the softwear provided in the program, there were supplementary materials such as films, filmstrips, and related occupational materials. In frequent use were the video tape, cassettes and closed circuit television machines which students used to film such activities as simulated job interviews and job inquiries for playback and critique. Also used in this program were career games and other materials selected by the career assistants. At least one video tape and tape recorder, camera, and overhead projector were the minimal hardware components used in carrying out this system.

3. What were the students' opinions of the program and its components?

Of the 180 participants, questionnaires were randomly distributed to approximately one third of the participants. Interviews were also held with these respondents to ascertain their opinions of the program and its components. Responses to the audio visual and written materials in the program yielded the following results.

Table I

Students' Opinions Concerning Adkins Program

	Audio-Visual Materials		Written Materials	
Category	N	%	N	%
Very Helpful	40	65	32	52
Of Some Help	20	32	26	42
Little Help	2	3	3	05
No Help	0	0	1	01
Total	62	100	62	100

Other comments from students regarding the program centered upon peripheral areas. Students expressed the desire to participate

in field trips and to have individuals representing a variety of careers speak to the students at the school. Several students expressed the need for larger quarters, and a few of them (10 respondents) believed the program should have been held more than once a week.

One comment expressed by almost all of the students was that the videotape playback system enabled the students to view themselves, their behavior, and their respective ways of dealing in employment settings. Repeated taping of simulated job interviews with critiques was viewed by students as promoting confidence, and the ability to deal more effectively with unfamiliar and uncomfortable situations. The simulated telephone "calling for interviews" sessions were also viewed as helpful for similar reasons. The program, from the students' view, was most effective in teaching students the process of job-seeking and gaining confidence. Its effect upon students' information about careers was less clear.

4. What were the results of tests which were provided with the curriculum materials conducted by project personnel to measure student learning of the curriculum?

Efforts to ascertain the amount of information which the student had learned were based upon examination of students' workbook exercises and activities. The assistants made assignments, checked the accuracy of the student responses, and returned unsatisfactory papers to the student for correction. Since this program was voluntary, and because students who were uncooperative were removed from the program, participating students completed assignments. A curriculum-based quiz was contained within every booklet. At the conclusion of each unit, the students were given a quiz. The career

development specialists scored these responses and returned them to the students with corrections, but with no grade. At the conclusion of the program students were required to demonstrate appropriate job-seeking skills. Both written and performance measures were utilized. Observation of performance indicated that the career specialists used a series of criteria listed in the Adkins manual. Of the written test (N=62), eighty-five percent of the students met the criteria for passing. Of the performance test, 90% of those observed by the evaluator (N=22) met the criteria established by the Adkins program.

ATTAINMENT OF OBJECTIVES

The objectives, as written in the proposal, constituted a curriculum contained in the Adkins Life Skills Laboratory Program and not a series of objectives as such. As a result, it was not appropriate to evaluate the program as written, but to examine the extent to which program goals, as stated by project personnel, were achieved. It should be noted that curriculum-based instruments contained at the end of each chapter were completed by the students and checked by project personnel. These instruments, while scored by project personnel and returned to the students with corrections, were not graded in any way which would permit objective assessment of student progress. Therefore, it can be stated that data are lacking to permit an evaluation of these objectives. What was ascertained, however, was that on both written and performance measures of job-seeking skills administered at the end of the semester (elements of which were contained in Objectives 4, 5, 6, and 7), 85% of the students were successful in meeting the criteria

for passing the written test, and 90% of those observed by the evaluator met the criteria for passing the performance test.

CONCLUSIONS AND RECOMMENDATIONS

Although there was less objective information collected by the project this year than would have been desirable to permit more specific conclusions about the effect of the program, many students participated enthusiastically, and indicated that they thought they had benefitted from the program. The materials and techniques provided this year seemed to be worthwhile, although student use of English should perhaps be more attentively supervised by the staff, since poor grammar was observed to be fairly prevalent. In addition, more opportunities for collection of objective data on student performance should be developed. This would allow both the project and the evaluator to assess student progress more accurately.

PILOT PROGRAM TO EXPLORE ROLES IN PARENTING EDUCATION

CATEGORY: Subpart 5

PROJECT AREA: Consumer and Homemaking

PROPOSAL NUMBER: 91-9002

BUDGET: $35,091.99

PERSON RESPONSIBLE FOR PROJECT: Mrs. Alice Smith

LOCATION/S: Benjamin Franklin High School

PROJECT DESCRIPTION

This program endeavored to develop the skills of family relationships, child care and development, home management, and consumer purchasing of clothing, toys, and food for children. Students also were to receive information about community organizations available for assistance in dealing with family-related problems. The focus of the proposal was on preparing students adequately for assuming the roles of parents and community members. The program was taught by one home economics instructor at Benjamin Franklin High School. In addition to classroom instruction, the proposal called for bringing in guest speakers from and making student visitations to a group of specified community agencies. To meet the objective of serving socio-economically deprived students, recruitment was to be made of young adults who were parents, wards of court, foster children, or from single parent homes.

PROJECT HISTORY

The program was first approved for operation during the 1977-1978 school year, but due to funding delays, it did not get underway until April, 1978. A long-term substitute teacher, assigned at that time,

spent the remainder of that year preparing a course of study and recruiting students for the next year. This teacher remained with the program throughout 1978-1979 and most of 1979-1980. In recruiting, she found it difficult to identify from the school at large the types of disadvantaged students specified in the proposal. Since student data identifiying these types for the program could not be provided, students were recruited at random from the school, and the principal informed the project manager of this change.

Following the initial funding delays, lesson preparation, recruitment, and rostering, the project's first class session took place in November of the second year, 1978-1979. Attendance that year was lower than anticipated, consisting of 87 students divided into ten classes, each meeting for one double period per week. These double periods occurred since students took the course in place of industrial arts, which customarily occupies two periods on a roster. It was hoped that a higher enrollment would be attained in the second semester of the year, but this was not achieved. Building on the experience of the first two years, it was anticipated that the third and final year would get off to a prompter start with larger enrollment and fewer rostering problems.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide and coordinate stimulating experiences in home and community living skills for the benefit of the individual who is a school age parent or a future parent.

2. To provide opportunities for the potential school age parent to share in homemaking and family living experiences, thereby encouraging the development of parenting skills for the improvement of home and family living.

3. To explore and utilize resources and agencies enabling students to become aware of alternative sources which provide help in seeking assistance and solutions to parenting and family problems.

PROJECT IMPLEMENTATION

This year, the roster chairman at Benjamin Franklin High School made parenting a course which students could elect to take in place of health education, rather than in place of industrial arts as was the case last year. This change reduced the classes from double to single periods. Eleven class sections were established, each meeting once a week. Most of Mondays and Fridays were left open, to allow for field activities.

Once the course had been designated as a substitute for health education, the teacher began recruitment efforts in the fall by visiting all the health classes, describing the program, and asking for volunteers. Recruitment could not begin until October because the health classes did not meet until that time. Classes in parenting began in mid-October, giving the program an earlier start than in the previous year. The long-term substitute teacher, who had been with the program since it began, remained until April when she was replaced by a permanent teacher, returning from leave, who conducted the program for the final two months.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students participated in the program?

When classes began in October, 220 students had been recruited, and the number on roll increased during the course of the year. All grade levels from 9th to 12th were represented. By December, there were 289 enrolled, and by February, the addition of another class raised the number to 330. Due to withdrawals from school later in the year, the number declined to 321 by May.

2. What experiences in home-community skills were provided by the program?

Community skills were largely provided through contact with outside agencies and by related discussions in the class. Home skills were presented through class activities that focused on personal awareness, parenting, child care and development, and sex education. Self-awareness study, presented in class at the beginning and end of the year, aimed to make students feel individually worthwhile. Sexuality (presented within school district guidelines), as background to parenting, included the human reproductive systems, pregnancy and birth, and family planning.

The greatest amount of class time was spent on child growth and development, aiming to correct misconceptions held by students. Lessons emphasized that children pass through various stages of development, during which they are highly influenced by their surroundings and the persons who care for them. The emotional, social, and physical development of children at ages from birth through six was covered, as were the effects of play and environment on learning. The classes also discussed child abuse and alternative forms of discipline to physical punishment.

3. Which resources and agencies were called upon that might enable potential parents to become aware of alternative sources which provide help in seeking solutions to family problems?

Involvement with outside agencies was an integral part of the program proposal, which listed ten specific organizations from which, it said, "the teacher will have guest speakers." It also noted several other types of agencies which could contribute to the program. Only a few outside speakers, however, were obtained in the course of

the year, owing to difficulties that developed in making arrangements. Speakers were not always available from the list of specified agencies, so other sources had to be contacted. Likewise, scheduling was a problem since ways had to be found to enable students to be excused from their regularly assigned classes to hear a speaker. A great deal of paperwork was involved in arranging for speakers, and due to conflicts with other school events, some guest lectures had to be cancelled after they had been scheduled. Events were arranged throughout the year as these difficulties were overcome, but students' participation still reflected the school's poor attendance pattern.

Three events involving guests from outside agencies took place during the year. Two of these were lectures by professors from Villanova University. The first session dealt with morality and values in a talk entitled "What's so bad about being good?" The second was a lecture called "The Role of the Father in Child Development," which explained how fathers can play a larger role and be as effective as women in caring for children. Despite the timeliness of this subject, the talk was delivered in an academic style to which the students appeared to be unaccustomed. The third event was a conference concerning volunteer work in community agencies; coordinated by the Philadelphia Volunteer Action Council, small group sessions were held with many of the classes over a four-day period on the subject of "primary training for volunteers."

Arranging field trips presented similar scheduling problems, but many trips were conducted. Some visits were tailored to fit the length of the single class period. Places visited included Opportunities

Industrialization Center (OIC), First Pennsylvania Bank, the "AM Philadelphia" show at WPVI-TV, Family Court, the Franklin Learning Center, and the Community Birth Control Clinic at Hahnemann Hospital. At Family Court, students observed cases involving juveniles and domestic situations. The judge also spoke to the student groups and allowed them to ask questions. At First Pennsylvania Bank, they learned about banking services and employment opportunities, Many visits were made to a Get Set Day Care Program at the Franklin Learning Center, to provide most students in the project with a on-site observation of children in various stages of development. Each student was assigned to observe a single pre-school child there for one class period and to complete a questionnaire on that child's emotions and behavior. The teacher moved among the various rooms to confer with each student during the observations.

The most important field experience of the year for these students was the visit in June to the Hahnemann birth control clinic, at which a social worker showed and explained various contraceptive devices. The effort to plan this trip, however, was a prime example of the kind of difficulties which the program faced in attempting such activities. The teacher spent a great amount of time getting approval for the visit from various school district officials and writing out parent permission slips for the students to take home and return. Due to the need to schedule the visit after school hours and the low return of parent permission slips, only three of the 320 students in the program ended up making this visit.

4. What were the characteristics of classroom instruction? What materials and equipment were utilized?

A variety of instructional methods was observed in the classes. Some sessions consisted of lecture/discussion and copying of material from the blackboard. There was also much use throughout the year of worksheets, questionnaires, booklets, and other illustrative material dealing with such aspects of the subject matter as the stages of child development, communicable diseases, the human reproductive system, prenatal and postnatal care, and self-awareness. A sheet entitled "Tuning Into Yourself" asked students to record their moods in various kinds of situations. The IALAC ("I am Lovable and Capable") activity kits provided exercises in recognizing personal worth. Report sheets were used, as noted previously, for students to record their observations of children at the Franklin Learning Center. A news article on child abuse provided the basis for a lively class discussion. Another session dealt with a poem entitled "Children Learn From Where They Live." Classes saw a filmstrip dealing with the physical, social, and emotional development of children and a film entitled "Mother and Child," which concerned the decisions that a pregnant girl must make.

ATTAINMENT OF OBJECTIVES

The objectives of this program were achieved, although perhaps not as extensively as envisioned in the proposal. Because of the low attendance, scheduling problems, and other factors at the school, many students did not participate in all program activities, and not as many events involving outside agencies took place as had been

proposed. Students, nevertheless, received unique experiences in parenting education, family and community living skills, personal development, and self-awareness which should increase the potential of those who participated. Students who were observed in activities displayed a favorable attitude toward the program.

CONCLUSIONS AND RECOMMENDATIONS

Since this was the third and final year of the program, no specific recommendations are in order. Project personnel expressed satisfaction that, despite initial delays, the program achieved as much as it did during this third year. In addition, the experience of this program provided important insights for the planning of future endeavors of this nature with regard to site location, staffing requirements, the relationship between class rostering and scheduling outside events, and general expectations.

PRE-SERVICE, IN-SERVICE TRAINING PROGRAM

CATEGORY: Subpart 2

PROJECT AREA: Staff Development

PROPOSAL NUMBER: 88-0017

BUDGET: $29,446.00

PERSON RESPONSIBLE FOR PROJECT; Dr. Joseph Rubin

LOCATION/S: Bok, Dobbins and Mastbaum Area Vocational Technical Schools; Swenson Skills Center; Lincoln, Overbrook, Washington, and William Penn High Schools; Catto and W.&E. Martin Special Schools.

PROJECT DESCRIPTION

This project was designed to offer new vocational teachers pre-service and in-service training to increase the quality of their instruction in the trade and industrial classrooms. The project involved the completion of projects and activities designed to provide new teachers with the skills necessary to make the transition from employment in industry to the classroom setting, as it was felt the transition from trade to classroom needed to be more closely monitored. Additionally, greater assistance in teaching skills needed to be offered to reduce the time needed to acquire these necessary competencies. The program supervisor designed the pre-service training format. Included in the format was a list of competencies to be completed by the new teacher. The supervisor and master teacher established a schedule whereby the new teacher and master teacher worked together to ensure that the new teacher achieved the competencies listed.

PROJECT HISTORY

This is a new project for the 1979-80 school year.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

The objectives of this project are based on the idea that pre-service and in-service training of new vocational teachers will greatly improve the quality of teaching/learning in our trade and industrial classrooms. The project will provide for participation in a "live" classroom setting under the guidance and direction of skilled and experienced teachers and educators working in our district.

PROJECT IMPLEMENTATION

The two staff development sessions were held as scheduled. The first part of the initial session related to concerns of both new and master teachers such as schedules, recording of attendance, and other issues involving the execution of the program. Subsequently, two groups were formed and different presentations of similar topics were made at the concurrent meetings. New teachers heard speakers discuss shop safety practices, discipline, instructional materials, measurement of student progress, youth organizations, teachers' preparation, certification, professional development, and sources of information. Master teachers discussed these same topics from the vantage point of presenting them to new teachers in a way designed to achieve knowledge and competency.

A second session was held two weeks later at which only the new teachers were present. Topics included the issues within the organization and management of classroom instruction. Considerable time was devoted to answering the questions of the new teachers, and schedules of meetings between new and master teachers were established. A considerable amount of reference and resource materials were duplicated

and distributed at both sessions. Interviews with both new and master teachers yielded positive responses to the topics of the sessions. Attendance by new teachers at both sessions was mandatory; master teachers were requested to attend only the first session.

Observations of scheduled meetings between master and new teachers differed in content among participants. In general, however, discussions covered the content of assignments, questions posed by master teachers regarding the way in which the new teachers would handle problems in the classroom, and questions posed by new teachers based upon their experiences in the classroom. Questions most frequently centered on discipline in the classroom and ways to help motivate the students. While questions about classroom concerns were handled as they arose, a review of the assignments was an integral part of each meeting. After the completion and approval of all assignments by the master teachers, they were forwarded to the project director for review. In a few cases, assignments were returned to the new teacher with added suggestions and/or corrections.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many teachers in each specialization participated in the program? How many hours in-service training were provided to each teacher?

Of the twenty-two new trade and industrial teachers hired during the 1979-80 school year, nineteen volunteered to participate in this program. Their respective cluster responsibilities and numbers were power mechanics, 9 persons; construction, 2; electro-mechanical, 1; communications, 3; apparel, 2; and personal services, 1. New teachers were provided with two types of service. Two Saturday sessions of four hours each were offered in which general topics of classroom organization

and management were covered. Additionally, thirteen hours joint consultation between each new and master teacher occurred and is described elsewhere.

2. What procedures were used to train the teachers?

Each new teacher was trained during two four-hour in-service sessions and by working with an assigned master teacher for at least thirteen hours in the completion of a series of assignments. The first of the two in-service sessions was attended by both the new and master teachers. After providing a general introduction to all participants of the program, two groups were formed, and each was provided with a different program for the remainder of the first session. The schedule for the first session for new teachers included a group of presentations which covered shop management competencies. In addition to providing a description of the components and services of the Division of Career Education, new teachers were taught to develop objectives for their classes and determine the needs of students assigned to their classes. Also, they were given specific guidelines for shop organization and administration. These included such items as procedures to be followed at the beginning and end of school year; how to purchase and store equipment, hand tools, and supplies; and how to handle equipment repairs and services. During this period, experienced or master teachers reviewed with personnel from the Career Education Office such topics as shop safety practices, discipline, instructional materials, teaching methods, measurement of student progress, pupil evaluation, and other topics which would be covered by the master teachers and the new teachers.

The second of the two in-service sessions was attended by only the new teacher. At this time those topics which had been covered by the experienced teachers during the first session were discussed.

At the conclusion of the staff development session, the new teachers were given assignments to be completed. The following is a list of assignments which were completed by the new teachers: (1) writing a philosophy of vocational education; (2) developing general course objectives stated in behavioral terms; (3) listing methods of determining individual student needs; (4) developing a shop safety procedures program; (5) developing a list of shop rules and regulations for students; (6) developing a list of methods to be utilized for student evaluation; and (6) completing any other assignment/s which both the new and experienced teacher agreed to be critical. Each new teacher was required to complete every assignment. The master teacher provided a critique of the contents and it was either accepted or returned to the new teacher to be redone. No assignment was forwarded to the project manager until it had been accepted by the master teacher.

3. What were the opinions of both the new and master teachers regarding the program?

Interviews were held with both new and experienced teachers during the course of the program. Responses were uniformly favorable from both groups. Two suggestions for changes in the format of the program would be recommended were the project to be continued in the future. First, while the program was begun later in the school year than had originally been planned because of delays in funding approval, new and experienced teachers believed that the optimal time for beginning

such an effort should be no later than November of the school year. Second, one of the topics that the new teachers felt should have been covered in more depth during the group sessions were procedures to be followed for both the beginning and the end of the school year. Nonetheless, new teachers believed the program to have been especially helpful in learning how to develop program objectives in behavioral terms, determining student needs, and establishing a classroom in which individualized instruction could be implemented. Experienced teachers indicated that, based upon questions raised in the one-to-one sessions, new teachers needed techniques to handle problems of disruptive students, and methods to evaluate student progress; in these areas they believed that they were helpful to the new teachers. The program did not receive any negative comments from either the new of the experienced teachers, both believing that while some aspects of its structure might have been different, its components were essential.

ATTAINMENT OF OBJECTIVES

While it had been anticipated that the master teacher would observe the new teachers in the classroom and make suggestions based upon their observations, this did not occur for a variety of reasons. While not measurable, however, it was believed that by attendance at the staff development sessions, by completion of assignments related to teaching competencies, and by the interaction between master and new teacher, the performance of the new teacher in the classroom would be enhanced. While it was believed by the participants that such was the case, further information will be necessary to determine the extent to which the objectives were achieved.

CONCLUSIONS AND RECOMMENDATIONS

Data obtained from both new and experienced teachers, observation of staff development and other meetings, and an examination of completed assignments, yielded information which supported the merit of this project. While the concensus was that the full program should begin in October or November, the need for assistance in the beginning of the year procedures suggested that a very brief staff development session to cover that topic be conducted for new teachers prior to the opening of school. As a result, new teachers could bring some background of experience to the later staff development sessions and individual meetings and, at the same time, be prepared to begin teaching, equipped with those skills necessary to begin the school year efficiently.

From the program experiences of the first year, it is suggested that greater amounts of time be devoted to handling problems of student discipline and motivation, with some simulation and role playing included in the training. The paired master and new teacher meetings appear to have been extremely worthwhile and should be continued as a technique in this program. During the past year, the only limitation to "ideal conditions" was that, in some cases, the distances to be traveled from one school to another were considerable and resulted in delays which migh not otherwise have been so great. While it was not necessary that the master and new teacher work in the same school (nor in some cases was it possible), when such was the case, the meetings were accomplished with minimal inconvenience and with the recognition of the ability level and competence of the specific students with whom the new teacher was dealing.

RESOURCE ROOM PROGRAM

CATEGORY: Subpart 2

PROJECT AREA: All Fields

PROPOSAL NUMBER: 76-9001

BUDGET: $524,584.00 (This budget includes funding for all Vocational Programs for the Handicapped.)

PERSON RESPONSIBLE FOR PROJECT: Dr. Richard Glean

LOCATION/S: Bartram, Ben Franklin, Germantown, Gratz, King, Olney, South Philadelphia High schools; Bok AVTS; Swenson Skills Center.

PROJECT DESCRIPTION

Resource Room Programs were designed to provide educational programming for the mainstreamed mildly handicapped student. In a small group setting, children with special educational needs were instructed for limited periods of the school day. Diagnostic-prescriptive teaching methods were used to improve academic skills and other behaviors associated with the learning process. Although a basic skills curriculum was heavily stressed, the basic concerns of the programs were all aspects of the educational, emotional and social development of the child. A vital aspect of each school's Resource Room Program was the continual involvement of parents in the planning and provision of needed assistance.

PROJECT HISTORY

This was the first year of implementation. Last year was to have been the first year in which this project was to have operated, but due to city-wide transfers of teaching staff and difficulties in obtaining staff, the project was not implemented. Materials and supplies were purchased and the remainder of the funds were returned for use during the current funding year.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. Mildly Handicapped (Mainstreamed)

   To employ 14 Special/Vocational Education Resource Room teachers and paraprofessionals to perform the following activities:

   1. Consult with the Special/Vocational Training Coordinator and Vocational Shop teachers to identify the instructional needs of the mainstreamed mildly handicapped pupil.

   2. Provide direct instruction to the mainstreamed pupil at their home school based on instructional needs observed in the shops.

   3. Communicate the vocational instructional needs of the mainstreamed mildly handicapped pupils to other teachers at the home school who have responsibility for their instruction.

PROJECT IMPLEMENTATION

The project was in operation with 10 teaching positions filled in 10 schools. The aides who were to work along with the resource teachers were not appointed during the current school year. One resource teacher left with no replacement, leaving a final total of 9 teacher positions in 9 schools. On-site visits to schools found resource room teachers observing vocational special education students in classroom, talking with teachers concerning student needs, and working with students' specific needs both in and out of classroom. One resource teacher recommended several students to a job coordinator and several students received part-time employment after school as a result of these contacts. The teachers circulated from shop to shop observing and working with students. The resource room teachers helped students increase their participation in classroom activities. Students received help with basics, vocational shop procedures, shop theory, classroom

notes, and test-taking skills. Classroom books and materials were utilized as well as other supplemental materials. The resource room teachers worked only with those students who needed help in classroom and only with teachers willing to receive assistance. In addition, there were special education students who were frequently observed, but were not considered in need of assistance.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students participated in the program? How were they identified and selected for the program?

Table 1, below, reports the number of students enrolled at each school.

Table 1

Students Enrolled at Each School

School	Number of Students
Gratz	109
Swenson	108
Ben Franklin	90
Germantown	60
South Philadelphia	50
Olney	39
Bok	26
Bartram	25
King	20
West Philadelphia	15*
Total	542

*Position became vacant in February

Students were enrolled in the program only if they were certified special education students, and mainstreamed into vocational shops. Some of the resource room teachers received lists of special

education students and then identified which students were vocationally mainstreamed. Others distributed forms to vocational teachers for referrals, or found students through roster offices, counselors, and teachers. In most instances lists of vocationally-mainstreamed special education students were not available to the resource room teachers who had to develop their own lists. Those who did have lists had to update them constantly. Lists were then generated and files kept on students' progress. Selected students were given immediate attention while other students were observed by resource room teachers. Students who were failing, had poor attendance, or those doing well, but could do better, were assisted by resource room teachers. Students were assisted based upon students' need, teacher referrals, and limited by the number of students to whom the resource teacher could effectively provide assistance.

2. How were the instructional needs of handicapped students determined?

When making referrals, teachers would inform the resource teachers of the problems and specific needs of special education students. Grades, attendance and student records were taken into consideration. Formal and informal tests were used to assess student abilities. Discussions with special education students, teachers, and classroom observations were also utilized to determine needs.

3. What types of instruction were provided?

Students received instruction using their own classroom books and materials. Additional work sheets and materials were used to supplement materials used in class. When students had lower reading

levels than those used in class, resource room teachers condensed materials and changed the reading levels to levels commensurate with the levels that students could understand. Instruction ranged from assistance in basics to complex vocational theories and concepts. Assistance was given in cursive writing, language skills (written and verbal), word recognition as related to vocational terms and other vocabulary needs, understanding written instructions, measurement, fractions, names of tools and equipment, use of equipment, recipe abbreviations, homework, job related attitudes, note taking, study skills, test taking skills, and shop related vocational theory.

Special education students were provided with necessary learning alternatives for students to survive in a mainstreamed vocational shop. Students' goals and objectives were devised so that they would be realistic and attainable. Motivation and encouragement were used to provide students with a sense of accomplishment and pride through achievements made in both resource rooms and vocational shops. Resource room teachers worked with students to develop positive attitudes toward self and the world of work. At times teachers were to re-examine their attitudes toward special education students, and their shop curriculums. On occasion student reassignments were necessary to assist students in obtaining shop assignments commensurate with their abilities and interests.

4. How were the deficiencies and instructional needs of students communicated to other instructors involved with handicapped students at the home school?

Both Swenson and Bok received vocational students from other home schools. The resource room teachers were in contact with other

schools by telephone or visits. The other schools were home schools. These resource room teachers maintained contacts, within their schools, with teachers and other school personnel. Resource room teachers discussed with instructors student needs, progress, and how they could be of assistance to instructors. Only a few instructors discussed how their class curriculum could be improved. This did not appear to be an area of open discussion with resource room teachers. There were still some teachers who did not desire help from resource room teachers or waited until students failed before asking for assistance. The resource room teachers generally had to visit shops to find students experiencing problems. Rapport with instructors did improve as teachers got to know the resource room teachers better. Resource room teachers also tried to find out what materials were used so that they could obtain tests, worksheets, textbooks and other materials used in class. Classroom activities were observed to find out student needs and also gain valuable vocational experience to assist the students further.

5. What types of follow-up was there for students served by the Resource Room program in their vocational shops?

Resource room teachers worked with students as necessary until anticipated achievement was realized. After students improved, they were observed in their classrooms and discussions were held with their teachers. Informal and formal tests were used to assess student progress. Students who did not need assistance were still monitored by resource room teachers in their shops. Students also stayed in contact with resource room teachers on their own to discuss their progress. Resource room teachers also initiated follow-up discussions with students to discuss progress in shops and during tutoring sessions.

ATTAINMENT OF OBJECTIVES

All objectives were attained except the number of Special/Vocational Education Resource Room teachers and paraprofessionals employed. Ten teachers were hired but no aides. This project encountered problems in hiring due to city-wide teacher transfers and other city-wide difficulties. The resource room teachers consulted with shop teachers and other school staff to identify mainstreamed handicapped students in need of remedial help. Students were provided with direct instruction in their shops and in the resource rooms. Communication was maintained with teachers and other personnel in the vocational and home schools.

CONCLUSIONS AND RECOMMENDATIONS

The resource room teachers provided valuable assistance to mainstreamed handicapped students in adjusting to a mainstreamed classroom environment. It is recommended that other sites be included to assist additional students. It is also recommended that at existing sites further efforts be made to overcome the reluctance of some teachers to permit their students to make use of resource room services.

SCHOOL EMPLOYMENT CO-OP HEALTH

CATEGORY: Subpart 2

PROJECT AREA: Health Occupations

PROPOSAL NUMBER: 80-0359

BUDGET: $35,673.00

PERSON RESPONSIBLE FOR PROJECT; Mrs. Lucille Mitchell

LOCATION/S: Swenson and Randolph Skills Centers, and the Area Comprehensive Schools.

PROJECT DESCRIPTION

This project provided students, who were specially trained in health occupations, with an opportunity to obtain paid work experience under school supervision before graduation. Students received on-the-job training as well as paid work experiences in jobs related to their career choices. In addition to learning pre-employment techniques, students had their skills and career interests assessed. They also received part-time employment experiences, counseling, and follow-up services.

PROJECT HISTORY

This was the second year of operation. Last year students were taught pre-employment techniques, and received supportive counseling and follow-up. Thirty-seven students were placed by the health coordinator in jobs related to their health careers.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

To continue an effective health services cooperative program at Randolph and Swenson Skills Center and the various comprehensive high schools so that students will have an opportunity to obtain a realistic, school-supervised, paid work experience in a job related to their vocational in-school training and career interests before graduation.

PROJECT IMPLEMENTATION

The project was fully implemented. The program operated in both skills centers (Swenson and Randolph) and five area comprehensive high schools (Germantown, Olney, Roxborough, University City and William Penn). Swenson, Randolph, Germantown, Roxborough, and William Penn received classroom instruction and job placement. Olney and University City received job placement assistance.

Students who were specially trained in the health occupations were given opportunities to obtain part-time paid entry level work experiences while under school supervision. The on-the-job training was in a job related to the student's career choice. Seniors and juniors in the health occupational clusters, with at least one year of training in health occupations and good grades, were recommended for program admittance. Selected students met a group with the coordinator once a week for sessions in "Succeeding in the World of Work for Health Occupation." Ongoing individual counseling was available for students both before they were placed, as well as while they were with follow-up counseling services. Individual behavioral objectives were also developed for each student. Regular visits to employment sites were made by the coordinator to discuss and resolve any problems that might arise while students adjusted to jobs. Pre-placement Performance Evaluations were used to assess student performance in vocational areas to minimize on-the-job problems and insure that employers receive qualified students. Initially there were some teacher reactions to the use of the performance evaluation instruments, but after seven student jobs were terminated, efforts were made to use the instrument with all new placements. The coordinator contacted numerous health agencies to procure potential employers for able students. As students became prepared and employers were available, students were matched to jobs in their areas of training.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students were enrolled in the program by the health coordinator, and what were their vocational backgrounds?

The following table reports the number of students enrolled in the program and their vocational training background.

Table I

Students Enrolled in the Program and Their Area of Vocational Training

Vocational Area	Number of Students
Nursing Assistant	149
Medical Laboratory Technician	34
Dental Assistant	33
Medical Records	19
Total	235

2. In what types of paid work experiences did students participate? In what types of health agencies were they placed, and were the positions related to their vocational training?

The following table reports the number of students receiving positions and the types of positions.

Table II

Students Receiving Jobs and Types of Employment

Job Type	Number of Students
Nurses Aides	38
Dietary Aides	10*
Medical Laboratory Assistants	3
Dental Assistants	2
Total	53

*Mostly Special Education students

Students received jobs in nursing homes and hospitals. All students placed received positions related to their health careers. Five students were able to utilize the pre-employment job readiness training and found jobs on their own. (These students were not included in the number of students placed by the project coordinator.) The coordinator did, however, follow the progress of these students and assisted one student in getting better wages, and another to get workmen's compensation for an accident that occurred on the job.

3. What criteria were used to screen students for entry into the program? What were the subsequent procedures utilized for enrollment?

Students with good grades, good attendance, and the ability to work with others were referred to the program by teachers. A student had to have completed at least one year of health occupations training, and have been in the senior year to qualify. If slots were available, juniors who met the criteria were admitted to the program. Interviews were held to obtain personal information about courses, grades, prior employment, hobbies, and interests. Students were also screened to ensure that each student was trained to complete all required tasks.

4. How many students completed the program and what criteria were used to determine program completion?

Forty-seven students completed the program this year. The criteria used to determine program completion were that students attended project classes and maintained employment from the time placed to the end of the school year.

5. What topics were discussed during the counseling sessions? Was there any follow-up?

Students received one to three periods of counseling per week. Areas discussed were program orientation, job information, job application, safety, self appraisal, working in groups, attitudes, morals, and ethical behavior. Students were required to have physical exams

and tuberculosis tests before entering the program. They were then given a program orientation which consisted of information about the meaning of cooperative programs, skills needed, coping, and human relations. Students learned about the types of jobs available in health careers, and their promise in the 1980's. They also learned how to fill out job applications, obtain social security numbers, and correctly spell terms pertaining to their specific health careers. Safety was taught using Occupational Safety and Health Administration (OSHA) criteria by which students learned how to handle emergency incidents and write accident reports. The emphasis of the counseling sessions was on self concepts of health appraisal, self esteem, self confidence and ethical behavior in health occupations. Students did affective role playing of possible incidents occurring on the job which demonstrated how to behave on the job.

Follow-up counseling was done on an ongoing basis with students and on the jobs. It was also conducted with employers to evaluate student performance. This provided useful feedback in helping students to improve work habits and maintain employment positions.

ATTAINMENT OF OBJECTIVES

All objectives were met. The project continued to provide a cooperative health services program at the skills center and area comprehensive high schools. Students received school supervised entry level paid work experiences related to their training, along with pre-employment job counseling essential for getting and maintaining employment.

CONCLUSIONS AND RECOMMENDATIONS

The project provided qualified students trained in the health occupations with an opportunity to obtain paid work experiences under

school supervision before graduation. Extensive work was done to place students in health jobs related to their area of training. No recommendations are in order at this time.

SCHOOL EMPLOYMENT CO-OP HOME ECONOMICS

CATEGORY: Subpart 2

PROJECT AREA: Gainful Home Economics

PROPOSAL NUMBER: 80-0359

BUDGET: $35,673.00

PERSON RESPONSIBLE FOR PROJECT; Mrs. Alice Smith

LOCATION/S: Martin Luther King High School

PROJECT DESCRIPTION

This project represented an effort to provide part-time work opportunities in the area of home economics for in-school youth. It consisted of one full-time home economics teacher-coordinator who taught a class in job skills to students who had been selected for the program. The teacher's duties also included informing prospective employers about the program, identifying vacancies, matching students to the openings, and referring them for employment. The program strove to meet the need of expanding cooperative work experience programs into the area of home economics, by bringing students into the work force in such fields as clothing, food service, and child care.

PROJECT HISTORY

This project was originally to have begun in the 1977-1978 school year, but due to a hiring freeze at that time, it was not funded and staffed until 1978-1979. The current year was, therefore, the second in which it was funded and staffed, but only the first in which it operated with students. The teacher coordinator was hired in March, 1979, and spent the rest of that school year developing brochures and other forms, communicating with prospective employers, and interviewing and selecting students for the current year.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide a program which will, through entry-exit training, prepare students for entry level Home Economics related job opportunities, while emphasizing the development of personal attitudes for employment; job-seeking capabilities; and, to offer those supportive services which will enable the students to continue in the cooperative program while working through related problems.

2. To develop, through a pilot program, an efficient delivery system of cooperative work-study experiences which will effectively motivate and prepare students for life-work opportunities.

3. To develop a program for replication in other high schools, where sufficient students qualify. Where feasible, the program will be integrated, as nearly as possible, into existing cooperative programs in the identified schools.

PROJECT IMPLEMENTATION

The students recruited for the program were all seniors who had been recommended by their home economics teachers. The first class was held on October 2, 1979. Each day of the week the teacher taught one class in job relations as part of this program, and one standard home economics class in clothing and textiles to complete her workload. Both classes were scheduled in the earlier part of the morning to allow her the rest of the day to contact employers, coordinate placement efforts, and make on-site visitations with the students at work. Seven visitations with the teacher at the school were made by the evaluator during the year.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students were enrolled in this program?

Twenty-five students were originally interviewed for the program, of whom 13 enrolled at the beginning of the year. One of the students withdrew in the fall, leaving 12 enrolled for the remainder of the year.

2. Did all students enrolled in the program meet the criteria devised by the teacher-coordinator required for student participation in the program?

The teacher-coordinator established the criteria that students selected for the program must be passing their other subjects and be recommended by their home economics teachers as having interest and at least a grade of "C" in that subject area. All students were selected by these criteria to insure their likelihood of success in the program and employment. For the project's first year, the teacher-coordinator felt that the recruitment of students who had demonstrated some academic ability should be the main consideration. Only one of the participating students was regarded to be economically deprived, while another came from a single parent family.

3. What were the characteristics of classroom instruction? What materials and equipment were utilized?

In the job relations class, students were taught how to fill out a job application, prepare resumes, and take self-inventory by setting goals and considering how to reach them. They had practice in job interviews, public speaking and conducting telephone business conversations. The structure of home economics as a discipline, the goals of cooperative home economics program, and the types of positions available in the various fields of home economics were studied. There was also instruction in the American economic system, including such topics as the nature of capitalism, social security, and filling out federal income tax returns. Child development was studied in relation to employment in child care positions. Observed class activities included discussion of students' career ambitions; practice in setting and waiting on a table as would be required in restaurant employment; and filmstrips on jobs in the textile industry, characteristics of pre-school children, and function of the family. Methods of instruction included discussion of material listed on the blackboard,

use of handout information and worksheets, the appearance of guest speakers from outside agencies, and the reading of texts dealing with home economics careers and success in the world of work. Students also worked on Future Homemakers' Association projects, made crafts projects for a nursing home, and discussed child abuse.

The daily roster included a "work experience" period, in addition to the job relations class. The purpose of this period was to allow students to go out in the field seeking work, but they were not actually sent out until January. Before then, that period was used flexibly as an extra class session, in which students might go to the library to learn more about jobs in which they were interested or pursue job leads by making phone calls. Some individuals had already gained employment before the date when students began going out to canvass for jobs.

4. What percentage of students participating in this program were placed in part-time jobs during the current school year?

All twelve of the students worked for at least some time during the year. By early 1980, six had been placed, several of whom subsequently lost their jobs. Later, there was a new series of placements in the spring. Two of the students worked longer than any of the others- one at a job which she had already held before entering the program, and another in a position which he gained in November and held through the end of the year. At one point in May, eleven of the twelve students were working, some at jobs they had recently gained and others at ones that would soon end. Some of the job losses during the year were due to layoffs. The teacher-coordinator continuously strove to encourage a positive attitude about working on the part of the students.

5. Specifically, in what types of jobs were the above employed students placed?

Two of the students worked as kitchen helpers in a nursing home. Two worked in fast food chain restaurants. Two worked in child care positions. One was an aide in a dry cleaning establishment, while another assisted a dressmaker. One was a machine operator trainee in a manufacturing plant. Two worked in sales in retail chain stores. One was a porter in a chain drug store. Earlier in the year, three students were placed in a neighborhood diner near the high school, but later lost those jobs and eventually found others. Several of the students held more than one position in the course of the year.

6. What general opinions of the program were expressed by various employers participating in the employment of students?

Employers' opinions varied with the individual students, and the majority of opinions were satisfactory. A few of the students held their jobs for an extended period of time and had opportunities to remain after the school year ended. Especially at the smaller establishments, employers worked closely to train the students and established personal relationships with them. Each of the final employers was asked to fill out a progress report card for the teacher-coordinator, rating the students in ten common job performance areas by checking "excellent," "good," "fair," or "poor." The majority of students received all or most of their check marks in the "excellent" or "good" columns. Only two students received large numbers of "fair" ratings in the categories. None received any "poor" ratings. In a final eleventh element called "general estimate," four students were rated excellent, six good, and two fair. Six employers also wrote narrative comments on their student employees, all of which were favorable.

ATTAINMENT OF OBJECTIVES

The first two objectives of this program were attained. Students were provided with training in personal attitudes for employment, job-seeking capabilities, and orientation for entry-level employment in home economics and life-work opportunities. The third objective - to develop a program for replication in other high schools - is still in the planning stage. While this program could well become a model for replication at other high schools, it has had only one full year of operating experience. After another year of development it might better serve as a tested model for similar programs elsewhere.

CONCLUSION AND RECOMMENDATIONS

This program has been funded for the forthcoming year. Efforts need to be made to increase the number of students on roll well beyond the current level of twelve, in order to justify the cost of the program. The teacher-coordinator reported in June that she had sixteen applications to date for the next year, as stated in the proposal. Some method should be developed of finding disadvantaged students who also satisfy the practical criterion followed this year of selecting individuals with good school records, who are likely to succeed in the program. If this cannot be achieved, the proposal should be modified accordingly.

SCHOOL EMPLOYMENT CO-OP PERSONAL SERVICES

CATEGORY: Subpart 2

PROJECT AREA: Personal Services

PROPOSAL NUMBER: 80-0359

BUDGET: $35,673.00

PERSON RESPONSIBLE FOR PROJECT: Mrs. Alice Smith

LOCATION/S: Randolph Skills Center

PROJECT DESCRIPTION

This project was designed to establish a co-op work experience program for students at the Randolph Skills Center enrolled in the personal services occupational areas of Hotel/Motel, Food Services/ Baking, Care of the Elderly, and Child Development. The project provided funding for one full-time teacher-coordinator to instruct the students in employment skills, assess their career interests, contact firms to locate openings, refer students for employment, and assess their job progress after they had been hired.

PROJECT HISTORY

This was a new project which operated for the first time in the 1979-1980 school year.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. Forty (40) students who meet the criteria as established for participation in a cooperative education program will be enrolled.

2. To secure placement for students in four areas of personal services; namely,
   Hotel/Motel
   Food Services-Baking
   Care of the Elderly
   Child Development

3. Related classroom instruction via the Pennsylvania Cooperative Diversified Occupations Curriculum will be provided by the teacher-coordinator.

4. On-going supervision of students on the job site as per training agreement with the employer will be implemented by the teacher-coordinator.

5. Opportunities for students to participate in dialogue sessions with his/her coordinator to assess his/her progress at any given point and to determine his/her status in the program will be available.

6. Students will demonstrate pre-employment skills necessary to obtain entry-level employment.

PROJECT IMPLEMENTATION

When the project was implemented at the beginning of the year, the administration at Randolph Skills Center significantly modified the procedures outlined in the proposal. To illustrate the change that took place, it should be noted that the proposal originally specified that the teacher-coordinator would perform the following duties:

a. Teaching all students assigned pre-employment techniques.

b. Assessing student skills and career interests.

c. Contacting firms to develop training stations.

d. Referring students for employment.

e. Following them upon the job once they are employed.

f. Arranging schedules with the home school to allow students to engage in part-time employment.

g. Arranging to meet with employed students on a regular basis to discuss job related topics and resolve any problems they may encounter in adjusting to the job.

h. Maintaining contacts with cooperative supervisory personnel in the Division of Career Education.

It was the feeling of the Randolph administration that, although the above assignment of duties to a teacher-coordinator might be suited to co-op programs in other areas of vocational education, the nature of trade and industrial education required that the functions of teaching job skills and assessing student abilities and interests should be carried out by the school counselors. Trade and industrial education,

it was explained, has unique state guidelines, and counselors in a trade school have job related duties which supplement the academic counseling provided at the students' home schools. In fact, the counselors at Randolph had been teaching job skills to students ever since that center opened, in a program known as F.O.R.C.E. (Facilitating Occupational Readiness Through Counseling Efforts), about which school brochures and a state counseling journal article had been printed.

For those reasons, the school administration modified the project to have the co-op students receive their job skills training and career assessment from the counselors, rather than the teacher-coordinator. This relieved the teacher-coordinator of the first two duties listed in the proposal, leaving her to perform all the others. This modification produced in midyear a difference of opinion between the school administration and the sponsors of the proposal in the Office of Vocational Education. This situation was eventually resolved when a representative of the State Department of Education indicated that the way in which the program had been implemented at Randolph was permissable under state guidelines. It was thereafter expected that this ruling would lead to a revision of next year's proposal to reflect the change.

The teacher-coordinator in the fall was at first seeking possible employment for all students at Randolph, but after December limited her efforts to students in the personal services cluster, as instructed by the principal. She primarily attempted to place the seniors but would also place juniors and sophomores if the opportunity arose. Most of the students received their job skills training from the counselors in the early part of the year. The job placement program got fully underway by January. The teacher-coordinator talked with students before placement to learn of their interests, and after they

had been hired, to monitor their progress. She visited each student on the job once a month. Continuous contacts with employers were made throughout the year to locate positions, and each contact was recorded in periodic reports to the Office of Vocational Education. She also maintained contact with the counselors, who were in touch with the students. When a student was about to be placed, the counselor would call the student back for briefing on interviews and job behavior.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students were enrolled in the program?

Enrolled in the personal services cluster at Randolph were 228 students, who were placed in the program. Emphasis was put on finding positions especially for the 48 who were seniors. Division of students by occupational area was as follows:

Baking	34
Child Care	26
Cosmetology	90
Food Services	41
Home Management	17
Hotel/Motel	20
Total	228

2. Did all students enrolled in the program meet the criteria devised by the teacher-coordinator required for student participation in the program?

As the program evolved in its first year, the only criterion was that students be enrolled in one of the personal service instructional areas at Randolph. All students who were served by the program fit this category.

3. What were the characteristics of classroom instruction? What materials and equipment were utilized?

As indicated previously, the teacher-coordinator employed under the program did not provide any classroom instruction. She dealt with the students individually, with no set schedule, to discuss their interests, placement, and on-the-job progress. Formal instruction in job skills was provided by the two counselors, who were not employed under the program. The job skills course taught by the counselors operated this year as it did in previous years, beginning in October and lasting until about March. Scheduled according to available roster time, students were formed into groups which met for a total of six or seven 45-minute sessions. This year, there were about 20 such classes of twelfth-graders. After the formal group-counseling sessions, individual meetings were held with each student as needed. The counselors communicated the results of these meetings to the teacher-coordinator. Again, it should be stressed that their instruction was not provided by program funds but was used to satisfy the program's provisions.

4. What percentage of students participating in this program were placed in part-time jobs during the current school year?

According to records submitted by the teacher-coordinator, 37 students, or 16.2% of the 228 in personal services, were placed in positions. Four individuals were placed for a second time after leaving their first positions, making a total of 41 placements in the year. Of the 37 students placed, 20 were high school seniors, 13 juniors, and 4 sophomores.

5. Specifically, in what types of jobs were the above employed students placed?

Nineteen students were placed in food service positions such as cook, bus boy, kitchen helper, and table server. Seven in cosmetology were placed as shampoo persons. Nine obtained positions as aides in day schools or nurseries. Four were placed in the hotel/motel field as front desk clerks or utility persons. One obtained a position as apprentice technician in a doctor's office, while another was hired as a welder.

6. What general opinions of the program were expressed by the various employers participating in the employment of students?

Employers' responses varied with the individual students. Those employers who had satisfactory experiences with students were pleased. Three students lost their positions due to unsatisfactory performance, but some of these were with employers who successfully employed other students from the program. There were a few organizations, such as the Medical College of Pennsylvania and the Baptist Children's Home, which demonstrated confidence in the program by each employing several students in their food service operations.

ATTAINMENT OF OBJECTIVES

The objectives of this program were attained to the extent that students were placed in part-time jobs and received instruction in employment skills. The only questions concern the relatively low percentage of placements and the modification of the procedures. The teacher-coordinator's records indicate that there were continuous efforts made to locate positions, even though the majority of students were not placed.

CONCLUSIONS AND RECOMMENDATIONS

During its first year of operation, this project succeeded in providing job placement services to Randolph Skills Center students enrolled in the personal services cluster. In view of the fact that the operation of the project represented a departure from what the project was originally envisioned to do, it is recommended that the project proposal be revised to reflect the manner in which the program has been actually implemented.

SUPPLEMENTAL PROGRAMS FOR DISADVANTAGED STUDENTS
UNABLE TO SUCCEED IN REGULAR VOCATIONAL PROGRAMS

CATEGORY: Subpart 2

PROJECT AREA: Distributive Education, Office Occupations, Remedial Related

PROPOSAL NUMBER: 68-9859

BUDGET: $1,166,385.00

PERSON RESPONSIBLE FOR PROJECT; Mr. Ross Frazier

LOCATION/S: All senior high schools, area vocational technical schools and skills centers; Naval Publications and Forms Center; Kennedy Center.

PROJECT DESCRIPTION

This project addressed a wide variety of needs and deficiencies in its target population by means of a number of different activities, each directed toward a specific type of problem or need. The program reached in some way all of the senior high schools in the School District of Philadelphia, but some of its activities were restricted to a smaller number of schools, as will be detailed below.

At the Naval Publications and Forms Center, seniors from Frankford and Olney High Schools engaged in a one-year, compensated work experience program involving warehousing activities and related clerical tasks. Classrooms were established at the Publications and Forms Center to instruct these students in subjects needed for high school graduation. They spent half of each day taking academic subjects and the other half engaged in work experience activities.

Vocational students at Franklin, Germantown, Gratz, Olney, Overbrook, and West Philadelphia High Schools were provided with individualized instructional materials (including sound-on-slide materials) and individual tutoring by vocational teachers and aides

employed by this project. The students, who were recommended to the project by their vocational instructors, were helped to develop specific vocational skills that they needed to succeed in their vocational classes.

A similar aspect of the program, except for the fact that it concentrated specifically on the development of vocationally-related reading and mathematics skills, operated at Edison, Germantown, Gratz, King, Olney, and West Philadelphia High Schools, and at the Swenson Skills Center. Students were recommended by their vocational teachers as needing help in either reading or mathematics if they were to suceed in their vocational courses, and were given diagnostic tests by the program before being instructed in those skills.

This program also provided support for the use of the Interstate Distributive Education Curriculum Consortium (IDECC) system of individualized instruction at Bartram, Frankford, Germantown, Kensington, King, Overbrook and West Philadelphia High Schools; at the Kennedy Center for Vocational Education; at Mastbaum AVTS; and at the Swenson Skills Center. This system provided individualized instructional packets in a variety of distributive education areas; eight of the schools also had an aide to help the teacher use the materials with distributive education classes. After selecting an area of study (e.g., merchandising), a student followed a sequence of instructional packets which included evaluation instruments that were graded by the teacher and/or aide. There were eleven such areas of study available to the classes, each with its own sequence of instructional packets.

Twenty-five high schools and AVTS's in the School District of Philadelphia were served by a portion of this program that provided individualized instructional materials in the office practice, bookkeeping/accounting, secretarial, general clerical, distributive education and cooperative education areas. Personnel employed by the program adapted curriculum materials to the needs of the target population and helped teachers in schools to implement these materials in their classes. The specific materials provided to a school depended on the subject offered, but all involved some form of individualized instruction.

Also in the business education area, a segment of this program provided a variety of business machines to Bartram, Franklin, South Philadelphia and West Philadelphia High Schools, and Bok AVTS, for the purpose of developing in students a familiarity with modern business machines they were likely to encounter after graduation. Each school was also provided with a full-time instructional assistant, who provided training in the use of the business machines to students taking vocational business education courses.

To facilitate the reproduction of vocational education materials for the disadvantaged, a special reproduction system was acquired as part of this program, and installed at Kennedy Center. It provided an in-house capability to reproduce vocational education materials at a reduced cost.

PROJECT HISTORY

With the exception of the special reproduction system for vocational education materials, which was first acquired during the

current year, all aspects of the project had operated in some way during preceding years, but not for the same length of time. Most aspects of the program had operated in the past as independent entities, before being placed under the centralized organization represented by the present proposal.

The part of this program that provided compensated work experience in warehousing and related clerical tasks was first funded during the 1974-75 school year. Project objectives had remained fairly constant since then, and the program had achieved them in previous years. The individualized instructional program for vocational students, using T&I materials, first operated during the 1977-78 school year, although it first provided direct instruction to students during the 1978-79 school year. It achieved its stated objectives that year. The individualized tutoring program that provided help in vocationally-related reading and mathematics at seven schools operated for part of the 1977-78 school year and all of last year. Its objectives were achieved last year. The IDECC program had been in use since March, 1977, and had achieved its objectives in preceding years. The part of the present proposal which provided individualized business and distributive education materials to high schools and AVTS's had its orgins during the 1975-76 school year, when materials for this sort of activity were first selected and/or adapted by business education teachers. During succeeding years, some revision of the materials took place, but only last year did a program similar to the one embodied in the present proposal begin to operate. The aspect of the proposal which

provided training in the use of business machines (and the machines themselves) for students in five schools was similar to a program that accomplished essentially the same thing at five other schools during the 1978-79 school year, the first year that that program operated.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

The overall objectives of the program is to help students acquire job skills and overcome basic deficiencies in vocational skill development, math application and language usage, comprehension, and interpretation so that they may succeed in their regular vocational education programs.

1. To provide students, identified by their instructors as having deficiencies, with individualized self-instructional materials so that their level of performance will be raised to one commensurate with industry/business standards,

2. To provide students requiring intensive remediation due to lack of success in vocational subjects with a long/short range individualized instructional program designed to improve their skills to a level of employability within their vocational fields.

   To implement an audio-visual self-paced instructional system such that at least 400 disadvantaged students will demonstrate increased vocational proficiency to a level of industrial standards,

3. To provide instructional materials for the implementation and continuation of individualized instruction to all of the high schools in the School District of Philadelphia that have a high percentage of disadvantaged students. These materials would serve approximately 9000 disadvantaged younsters who are enrolled in office practice, bookkeeping/ accounting, secretarial, general clerical, distributive education, and cooperative education programs.

   To utilize teachers and paraprofessionals in the office practice and clerical classrooms to provide direct assistance and instruction to 750 disadvantaged students, using individualized materials and specialized equipment.

4. To develop in students the ability to prepare a resume, complete applications for entry level positions as defined in the IDECC System, and participate in job interviews.

5. To develop competencies in students in the areas of human relations, communications, selling, product service technology, merchandising, advertising, display, merchandising mathematics, and store operation and management as defined by the IDECC System.

6. To provide all IDECC students with at least 540 hours of cooperative experience in the area of marketing and merchandising.

7. To provide 60 disadvantaged high school seniors with classroom instruction and on-site, compensated work experience related to various occupational aspects of warehousing.

8. To provide approximately 1100 disadvantaged students identified by their shop teachers with remedial instruction in mathematics and/or language arts/reading so that they demonstrate by their shop ratings a level of achievement that enables them to perform satisfactorily in their regular vocational programs.

PROJECT IMPLEMENTATION

Because of the multi-faceted nature of this program, many high schools were served this year by more than one aspect of the program. Each segment of the program had its own referral procedures and criteria for admission (besides the general requirement that students be educationally, economically, or socially disadvantaged), and there seemed to be little difficulty in locating students who could benefit from the various aspects of the program.

Students were referred to the Naval Publications and Forms Center by their high school (either Frankford or Olney). Each student's school records were inspected by the Navy, which interviewed each applicant before acceptance for employment at the facility. Students were assigned either to tasks in the warehouse itself

(picking, packing publications for shipment, etc.) or to clerical jobs related to the warehousing activities. Instruction in academic subjects required for graduation was provided by two teachers employed by the School District of Philadelphia, in two classrooms located within the warehouse facility. Half of the students went to classes in the morning and half in the afternoon, the other half day being spent in work-experience activities. Visits to the facility revealed that the students and their instructors were pleased with the arrangement; interviews with Naval personnel at the warehouse also indicated that they were satisfied with the program, and wanted it continued in the future.

The individualized tutorial activity of the program that was to train students in skills related to their vocational courses (other than reading and mathematics, which were taught by a different component of the program) was established at four of its six target schools in the fall, but problems with long-term absenteeism by one of the three vocational teachers prevented the program from functioning at the other two sites during the fall term. The organization of this tutorial program required that one vocational teacher work at one school on Mondays and Tuesdays and at a second school on Wednesdays and Thursdays. Fridays were spent at Kennedy Center preparing materials for the next week. Each teacher was assisted by an aide who accompanied the teacher to the schools. The absence of the teacher who was to work at Ben Franklin and Olney High Schools resulted in no remedial work at those two schools until January, 1980, when the teacher returned and started to work at Olney High School. The teacher

was absent again, however, as of March, 1980, and never taught at Franklin High School. In April, a substitute was hired, who taught (with an aide) at both Olney and Franklin until June. Therefore, those two schools received much less instructional time than the other four sites. Visits to the schools and teacher questionnaires and interviews showed that the program was operating otherwise than as described in its proposal.

The portion of the program which instructed students specifically in vocationally-related reading and mathematics operated at seven schools, and exhibited considerable diversity of implementation at its various sites. Whereas the tutorial program described in the preceding paragraph operated in classrooms and shops, this one was located at Germantown and West Philadelphia High Schools in trailers outside the schools. In addition, while most schools used a system where students were recruited from any vocational subject in the school, the teachers at Edison High School worked only with the students from one subject. The degree of success in implementing this phase of the program varied considerably from site to site.

The IDECC system was successfully implemented at ten different sites this year, although the way it was used varied considerably among the various sites. This flexibility was inherent in the individualized nature of the IDECC materials, and the project managers felt it worthwhile to allow each teacher to use the system in whatever way was most helpful to that particular class. Not all of the sites were able to use the system with equal efficiency, however, on-site visits revealed that some teachers used the system

very frequently, while others found fewer occassions to use it. Partly, this was due to the fact that an aide was not available in all schools this year. And in three of the eight schools where an aide was provided, the aide was not available for the full ten months, mainly because of hiring difficulties. Overall, however, the IDECC system functioned adequately this year; teachers found numerous uses for it, and said they would like to continue to use it, although there was general agreement that the provision of an aide to help with the record-keeping requirements of the system was virtually essential to their ability to use it.

The portion of the program that was to provide individualized instructional materials to teachers in 25 secondary schools functioned essentially as specified in the proposal. Three vocational teachers and three aides were employed partly in adapting some curriculum materials to the needs of business education, distributive education, and cooperative education students, and mainly in delivering and implementing those materials in the target schools. The one exception to this was in the cooperative education area, in which a series of individualized units was revised. But no classroom implementation took place during the current year, since the revisions were completed too late in the year. The vocational teachers distributed a wide variety of curriculum materials to the schools, after making on-site visits to ascertain the needs of the individual teachers. Visits by the evaluator revealed that the project personnel had good rapport with the teachers in the schools, who expressed appreciation for the help they had received during the year. This aspect of the program

seems to have experienced few problems this year in providing curriculum materials to teachers, except for the delay in implementation of the cooperative education units.

The part of this program which was to provide business machines and aides to train students in the use of the machines was implemented in the fall with the provision of aides to the target schools. The first deliveries of the machines, however, did not take place until January, 1980, and while almost all of the machines were installed by May, 1980, some programmable calculators were not expected to be delivered until September. Because of these delays in delivery of equipment, the aides, who were only assigned to the schools until June, 1980, did not have an opportunity to train students on all of the equipment supplied. Until the new machines were delivered, they trained students in the use of equipment already on hand in the schools and helped teachers in other ways. The aides were observed at the schools teaching students to use the machines. Interviews and questionnaire results indicated that the teachers and administrators in the schools appreciated the help rendered during the year. They did, however, note that delivery of the business machines late in the year created scheduling difficulties, so that it would probably not be until the Fall, 1980 term that the equipment received could be fully integrated into their instructional program.

The system acquired for the reproduction of educational materials for the disadvantaged was installed at the start of the Fall, 1979 term, and operated until June, 1980 with no significant difficulties. Periodic and detailed reports were filed with the

project manager concerning the use of the system; these indicated that the productivity of the system was adequate for the needs of its users, and that it served a varied population of users within the career education community.

EVALUATION PLAN: QUESTIONS ANSWERED

1. What types of individualized, self-instructional materials were provided to the students participating in the various components of this program, i.e.:

   (a) the T&I Instructional program,
   (b) the Business Education and Distributive Education Programs,
   (c) the Interstate Distributive Education Curriculum Consortium (IDECC) system, and
   (d) the Remedial Related Services program?

The T&I instructional part of this program functioned in two ways: it provided direct instruction to students, both in separate classrooms and in some cases in their shops, while the rest of the class had their regular lesson. It also provided individualized curriculum materials for use by vocational teachers who may not have also sent students to the project for tutoring. The type of materials provided by the project can be divided into three categories: Sound-on-Slide projectors and slide units, printed V'TECS curriculum materials, and other printed curriculum materials, including review sheets and practice sheets of various types. Students often worked with the practice materials under the supervision of the project's teachers, while the slide units and projectors were generally used by individual teachers at any time during the year that they found them applicable.

The Business Education and Distributive Education part of this proposal had as its primary purpose the provision of individualized

instructional materials to 25 different secondary schools. A wide variety of such materials was in fact distributed this year. A course of study in Gregg Shorthand was widely distributed, and teachers were helped to implement it. It included a suggested teaching sequence, standards of achievement, suggestions for grading, and many pre- and post-tests and self-checking sheets for use by students. Another course of study widely distributed this year was one in Business English and Communication, which also included suggestions for use, evaluation methods, and many practice sheets for student use. Both of these courses of study were provided to the teachers in looseleaf form so that the materials could be conveniently duplicated for student use. Many other materials were also distributed to schools, including accounting and bookkeeping modules, punctuation units, vocabulary lists, a proofreading module, Gregg study tapes and guide, typing modules and books, Landmark Shorthand materials, machine shorthand materials, and word processing materials.

The IDECC system is based on a series of self-instructional modules in a variety of Distributive Education areas, and these modules were the instructional materials provided to the students. As a general practice, students were given reproductions made from a single master set of modules kept in a set of filing cabinets, and were therefore able to keep the modules for later reference. Since copies were not made until a student was ready for a particular module, the storage of large numbers of copies of the many modules available was avoided.

The Remedial Related Services component of the program, which provided tutoring in vocationally-related reading and mathematics, used a variety of instructional materials at its various sites. All students enrolled at the various sites were given standardized diagnostic tests in reading and/or mathematics, the results of which served as the basis for selecting the remedial materials to be used with each student. Much practice material was available in the form of printed sheets of problems; tape cassettes, film strips, and Singer-Graflex tape-filmstrip machines were available for use by students. A Kodak Ektalite micro-fiche system was acquired during the year which allowed students to proceed independently through a diagnostic and instructional series of mathematics problems that increased in complexity as they proceeded through the program. Tape recorders, work samples, phonographs, calculators, and other instructional aides were available to the project's teachers at the participating schools. These seemed adequate in number and variety to meet the needs of the student population being served.

2. Did students selected for this program satisfy the requirements of being educationally, economically, or socially disadvantaged, as well as experiencing non-success in their regular vocational program?

3. How many disadvantaged students were instructed by this program during the year?

As a general requirement for inclusion in this program, students were to have been either educationally, economically, or socially disadvantaged, according to specified criteria. In the case of the on-the-job training program at the Naval Publications and Forms Center, the Navy required background data from each student, as a

condition of employment, verifying that the student was economically disadvantaged. For the portions of this program that involved individual tutoring of vocational students, each student to be tutored was referred to the program by one of the student's vocational teachers, on the basis of having experienced some degree of "non-success" in the regular vocational program. Table I indicates the total number of students involved in each aspect of the program this year, and the number classified, according to project records, in each category of disadvantaged. Although the classification of "social disadvantage" was recognized as acceptable for inclusion in this program, no students were so classified, and that category is not included in Table I. Since some students were classified as both educationally and economically disadvantaged, the total of the numbers in these two categories exceeds the number of students involved in the program.

Table I

Students Participating in Each Aspect of the Program With Their Categories of Disadvantage

Aspect of Program	Number of Participating Students	Number Educationally Disadvantaged	Number Economically Disadvantaged
Naval Publications and Forms Center	73	*	73
T&I Instructional	437	385	253
Remedial Related Services (Math and English tutoring)	562	562	*
IDECC	261	*	261
Business and Distributive Education	689	188	501
Specialized Office Practice	271	227	101
Totals:	2,293	*	*

*Since classification in one category of disadvantage was all that was required for program participation, data for some groups were not collected for both categories. Therefore, no totals are given in these columns.

4. What types of vocational deficiencies were identified in the students selected to participate in this program?

The two portions of this program that were concerned specifically with remediation of vocational deficiencies were the T&I instructional activity and the remedial services portion, which taught vocationally related reading and mathematics to vocational students. For each of these parts of the program, students were individually selected by their vocational teachers, on the basis of an evident need for some type of remedial help, and then referred to the project's vocational teachers. The project maintained records indicating the types of deficiency for which each student was referred. In the reading and mathematics tutorial program (which also pre-tested all entrants, thereby verifying the teacher's diagnosis), of the 562 students who participated in the program this year, 178 were referred for help in reading, 453 for help in mathematics. Sixty-nine of the 562 students were referred for help in both areas.

The T&I instructional program dealt with vocationally-related skills that were not specifically related to reading or math deficiencies, although they might have a mathematical content. Use of measuring instruments (the ruler and micrometer, principally), and calculations involving measurements, are examples of such skills. The 437 students who participated this year had a wide range of vocational deficiencies. The vocational teachers taught them skills in the areas of shop vocabulary, measurement, blueprint reading, nutrition, foods, nursing, textiles, shop mathematics, tool recognition, and shop safety, among others. In each case, the student's regular vocational teacher filed a form with the project specifying the vocational skills with which

the student was to be helped, and the project personnel concentrated their efforts on those skills.

5. In what types of instructional or remedial activities did the program personnel engage with the participating students?

Each phase of this program used techniques suited to the accomplishment of its specific function, so that there was a diversity of techniques for the program. At the Naval Publications and Forms Center, the program provided the students with traditional classroom instruction in subjects needed for high school graduation, while the on-the-job supervision in warehousing was handled by Navy personnel, who were also responsible for assessing the students' on-the-job performance. Students were graded for their classroom work in the conventional way, and the same standards of attendance and punctuality were enforced as if they were attending their home school.

The T&I and reading and mathematics remedial portions of this program operated essentially as individual tutoring activities, aided by an assortment of individualized instructional equipment and materials, already described in answer to Question 1. Usually, students reported to a central location (classroom or trailer) for one or two periods, according to a fixed schedule, until such time as their deficiencies had been alleviated. In some cases, the project's instructors worked with students in their classrooms or shops, while the rest of the class was taught by the regular teacher. In addition, some teachers were provided with curriculum materials and audio-visual equipment that they could use on their own, when the project's instructors were not present.

The IDECC system was intended to be used as a supplement to a distributive education teacher's usual procedures. One of the main functions of the aide was to help the students utilize the individualized instructional packets by maintaining progress records, grading the tests that came with the packets, and duplicating new packets for the students as they needed them. Student activities under the IDECC system included any sort of subject matter compatible with the packet format, in any of the wide variety of distributive education fields covered by the system. Teaching was supposed to be mainly accomplished through the student-packet interaction, but the instructors and aides also helped students as often as necessary to understand the explanations or problems in the packets.

The portion of this program which implemented individualized office practice, general clerical, and distributive education curriculum materials in 25 secondary schools did so by means of personal visits by vocational teachers and teacher aides to the individual schools, where they worked with the teachers to help them implement the materials. Also in the business area was the distribution of a variety of office machines to five schools, and the training of students in their use. The aides who carried out this training worked either with single students or with small groups, depending on the number of machines (calculators, mimeograph machines, stencil makers, etc.) available and the number of students who could reasonably use a machine at one time. The training was generally conducted in the students' business education class, while the rest of the class was being taught by their regular business education teacher.

6. Was an in-house reproduction system for individualized instructional materials acquired and installed?

An in-house reproduction system, with the capability to do two-sided copying and automatic collating, was installed at Kennedy Center on September 27, 1979, and operated for the rest of the fiscal year. Work orders were filed in written form and approved by supervisors from the Office of Career Education whenever materials were submitted for reproduction. These work orders were kept on file after completion of each job.

7. What types of materials were reproduced with this system, and in what quantities?

Examination of the work orders on file revealed that the orders filled this year were mainly for reproduction of curriculum materials for use in career education activities. There were 468 work orders filled this year. Of these, 148 (31.6%) were from parts of the program operated under this proposal; the rest originated with other career education programs and offices. In addition to retaining work orders on file, this program also recorded the total number of copies made by the system this year. Those records showed that the reproduction system produced a total of 2,498,585 one-sided and 325,991 two-sided copies this year, from 111,317 orginals.

8. Did the vocational course performance of students who participated in this program improve during the time they were enrolled in the program?

The two aspects of this program for which an improvement in students' vocational course performance might be expected were the T&I instructional and the math and reading remedial parts of the program. Since students were specifically referred to those aspects of the program by their regular vocational teachers because of deficiencies

noted by the teachers, it seemed reasonable to see whether or not the referring teachers noted any improvement in their students' vocational course performance after they had been instructed by this program. Questionnaires were distributed in May, 1980 to all teachers (n=95) whose students had been instructed by the program this year, and returned directly (by mail) to the evaluator.

Responses were received from 25 teachers whose students had been instructed by the T&I part of this program, in reference to a total of 283 students who had been instructed this year. Sixteen of the teachers (64.0%) indicated that there had been at least some improvement in their students' course performance as a result of having participated in the program. Because this part of the program provided instruction for less than half a year at Olney and Ben Franklin High Schools, only the four schools where instruction was provided all year, were used in the analysis of questionnaire results, in this section and in others where reference is made to questionnaires.

Questionnaires were returned to the evaluator by 49 teachers whose students had been tutored in reading and mathematics this year, referring to a total of 364 students whom they had recommended for tutoring. Since this portion of the program instructed students specifically in reading and/or mathematics, the teachers were asked to indicate whether or not they had noted any improvement in the specific area for which their students had been referred, and secondly whether or not there had been any change in their students' course performance that they would attribute to the program's efforts. Forty-two (85.7%) of the teachers said they had noted an improvement

in students' reading and/or mathematics skills after they were instructed by the program, and 39 (79.6%) said they had noted an improvement in their students' course performance, as well.

Thus, as judged by teacher assessments, it can be stated that there was an improvement in students' vocational course performance after having been instructed by this program. Specific comments about the program, elicited by questionnaire and interview, help to explain the percentage of negative reactions implicit in the above percentages. These will be discussed in answer to the following evaluation questions.

9. What opinions of the project were expressed by teachers whose students participated in it?

For all aspects of this program, except the Naval Publications and Forms Center and the reproduction system aspects, it was possible to secure opinions of the program from teachers whose students were directly affected by it. This was done by means of questionnaires returned by mail, and by interviews during on-site visits.

The 25 teachers whose students had participated in the T&I instructional part of the program expressed a variety of views about it. One frequent comment, which also applied to the reading and mathematics part of the program, was that students felt stigmatized by being selected to participate in a remedial program, and that this had a detrimental effect on their attendance (which was still voluntary, even though the teacher had recommended them). Such opinions were not expressed at Edison High School, where the tutoring program in math and reading had been attached to one particular course, so that

all students in the course were rotated through the tutoring experience, and no stigma was attached to program participation. Although one department head felt that the T&I instructional program was not suited to the needs of his school, the other five interviewed were glad to have it available, and wanted it continued next year. Similarly, a small number of teachers did not feel the program was worthwhile, but 22 (92.0%) said they would want it available again during the next school year. A few of those, however, stipulated that they would want it only in their shop classes or after school, so students would not have to lose time from shop to attend the remedial sessions.

Among the 49 teachers who responded to the questionnaire about the math and reading instructional part of the program, 47 (95.9%) said they would want the program continued next year, one teacher noting that this was only on the condition that students not be removed from class to participate. Vocational teachers frequently expressed the opinion that they would rather have students taught at times that did not conflict with their shop schedule, because the students most in need of help could also least afford to miss their regular lessons for the sake of remedial work.

The 10 teachers who participated in the IDECC part of the program completed a questionnaire relating to their use of the system. In responses to the question "To what extent do you think your students were benefitted by the IDECC materials you used this year?" seven chose "a great deal" and three chose "a little." Five teachers rated the IDECC materials as "very useful," the other five choosing the response "somewhat useful." Although the various teachers had

developed differing patterns of utilization of the IDECC materials, there was general agreement that they were of value as long as an aide was available to help with management of the system. There was great uniformity of opinion that utilization of the system without an aide was very difficult.

Questionnaires were returned by 28 teachers who had received individualized business education and distributive education materials for their students. Most of the responses to these questionnaires will be discussed in answer to the next evaluation question, which relates specifically to curriculum materials. It is appropriate to note here, however, that the program seems to have been well received, and that the teachers seemed to like the types of materials supplied to them. A fairly frequent comment was that it was hard to evaluate materials in the middle of a year, so that no conclusive judgements could be made until next year. Much the same response was received from the teachers and department heads in the five schools where the business machines were installed this year. While there was general approval of the concept of providing the latest business machines, and aides to teach students how to use them, there was also some dismay that some machines were not available until the end of the school year, and that none was available until the spring term. This made it very difficult to schedule students to use the new equipment, and it was generally accepted by the respondents that only next year would it be possible to derive full benefit from the new equipment.

One response to this program that was particularly revealing should be cited at this point. The department head at Germantown High School was interested in learning the reasons for what he considered a less than satisfactory attendance rate at the math and reading part of this program, which was housed in a "mobile laboratory" (trailer) parked outside the building. In collaboration with the evaluator, the department head developed a series of questions to be asked of students in individual interviews. All 139 students at the school, who had originally enrolled in the program in September, 1979, were to be eligible for interviews. Of these 139, 68 were located by a school staff member and interviewed during a two-week period in April, 1980 (the rest had either dropped out of school or were absent). Of the 68 interviewed, 13 had never attended the program. Twenty-two of the others said they had had trouble leaving the main building to get to the trailer. Thirty-four students who had attended the program thought they had benefitted from it, while the other 21 said they had not. Finally, of the 55 who had attended the program, 24 said they would be willing to participate next year, if it were offered again.

The same interviewer also contacted the referring teachers for their opinions about the program. One teacher indicated (and had also told the evaluator) that the amount of diagnostic testing at the start of the year seemed excessive, and that students did not like it. The stigma of being sent to the trailer for help was mentioned by several teachers, who felt it made students reluctant to attend. Insufficient feedback to the referring teachers was

also cited as a problem by teachers who wanted more contact with the project staff. And, as before, some teachers were reluctant to have their students lose class time to attend the program.

10. What were the opinions of the participating teachers of the materials provided to them by the project?

The aspects of this program that provided materials to participating teachers (aside from those used in direct instruction by the project staff) were the T&I instructional aspect, the IDECC system, and the portions of the program that provided business education and distributive education curriculum materials and business machines to schools. In each of these aspects of the program, questionnaire responses were obtained concerning the teachers' opinions of such materials.

Of the 25 teachers who responded to the questionnaire about the T&I instructional part of the program, 15 said they had received various types of instructional materials from the program. Ten teachers rated these materials as "very useful," and five rated them as "somewhat useful." Eleven teachers also specified a variety of materials that they would like to receive in the future. The 10 IDECC teachers received a complete set of instructional packets in a variety of distributive education areas, as the means of implementing the IDECC system in their classes. Seven of the teachers said they though their students were benefitted "a great deal" by the IDECC materials, while three said they were benefitted "a little." Six of the teachers said they felt a need for additional equipment or supplies to use with the IDECC system; all six of these requests included supplies (such as paper and stencils) or equipment needed to duplicate instructional materials for students.

Of the 25 teachers who rated the individualized business education and distributive education curriculum materials received from the project, 16 rated them "very useful" and 7 rated them "somewhat useful." Two teachers rated the materials as "not particularly useful." Both of these teachers had been using typing materials, but one of them commented that the materials were only in use for one month, too short a time for a conclusive decision about their usefulness. Two department heads also commented that they liked the materials, but one noted that they were received too late in the year for immediate use, and would be used the following year.

Twelve teachers and department heads whose students had been taught by aides to use the new business machines delivered this year also responded to a questionnaire. They noted that the aides had been teaching students to use equipment already on hand at the school, pending the arrival of the new equipment, and that they were pleased with this service. The teachers and department heads liked the idea of their students' having access to the latest types of office equipment, which they felt would enhance their employability after graduation. They also liked the equipment, which they described as "top-notch" and "excellent."

11. What types of equipment (other than curriculum materials) were provided with this program?

In the T&I instructional part of this program, teachers were provided with sound-on-slide projectors and slide units when such materials were available in their subject area. Project records indicated that 32 teachers at the six schools involved in this phase of the program had been provided with such projectors and slide units.

The reading and mathematics remedial segment of the program utilized a variety of instructional devices, which have been described under Question 1. These were not distributed to teachers, however; they were used by the project's instructors while they worked with students.

The portion of this program concerned with the provision of business machines to five secondary schools distributed 10 different items this year. The numbers in parentheses indicate the number of each item delivered to each school:

Electric Duplicator (1)
Electric Stencil Maker (1)
Programmable Calculator-Texas Instruments (2)
Electric Stencil Printer (1)
Quad Pitch Electric Typewriter (2)
Electric Calculator (3)
Programmable Calculator - Olivetti (1)
Combination Transcriber (4)
Cassette Player (15)
Memory Typewriter (1)

With the exception of some of the programmable calculators, all of the equipment was delivered by June, 1980. The first deliveries were made in January, 1980. The last items delivered in June were the memory typewriters, after the manufacturer had conducted training sessions for both the program's aides and the teachers at the schools who would be using the typewriters in their classes.

12. Did the participating teachers feel a need for any types of equipment other than that provided by the project?

The equipment needs of each vocational teacher in the program, when they expressed such needs, were generally for shop equipment related to the subject being taught. It was interesting that, except for one teacher who also requested a computer, all of the equipment asked for by the IDECC teachers related to duplication of

printed materials (copy machine, spirit duplicator, mimeograph machine, thermofax machine). This is perhaps related to the fact that the teachers (or their aides) using the IDECC system were constantly involved in reproducing printed instructional packets for their students. Some of the T&I instructors requested more audio-visual equipment and other teaching aids, and one asked for more lumber, but there was no consistent pattern of such requests during the year, except for the IDECC instructors.

13. How many students acquired an acceptable level of competency in the operation of various types of office practice equipment?

The vocational aides, who instructed students at five schools in the use of the various types of office practice equipment described in answer to Question 11, kept detailed records concerning the students who had acquired an acceptable level of competency in the operation of each type of equipment. It should be explained that an "acceptable level of competency," as the phrase was used by this project, meant that a student could properly operate the equipment in question, although not necessarily as fast as possible, after more practice. It was a sufficient degree of competency, however, so that the students would know how to operate that particular type of machine if that skill was required in order to get a job in an office situation.

Based on the aides' records, and as already noted in Table 1, 271 students were instructed this year by this portion of the program. Table 2 indicates how many students demonstrated an acceptable level of competency on each of the machines listed in the table.

Since most students learned to use more than one kind of equipment, the numbers in the table add up to much more than the total number of students involved in the program.

Table 11

Number of Students Who Learned to Use Various Types of Office Practice Equipment This Year

Type of Equipment	Number of Students
Electric Duplicator	173
Electric Stencil Maker	101
Programmable Calculator	30
Electric Stencil Printer	94
Quad Pitch Electric Typewriter	119
Electric Calculator	161
Combination Transcriber	120
Cassette Player	38
Memory Typewriter	29

14. What activities were included in the work experience aspects of this program?

The two parts of this program that involved work experience were the on-the-job training program at the Naval Publications and Forms Center and the IDECC system, which was used by high school seniors involved in cooperative education programs in distributive education. As mentioned in previous parts of this report, students at the naval facility were employed either on jobs within the warehouse itself, handling publications and preparing them for shipment, or in the offices at the facility, on related clerical jobs.

The jobs held by cooperative education students using the IDECC system were more varied. On questionnaires completed by 91 students this year in November, 1979 and May, 1980, the students indicated the kind of work they were doing at the time of the surveys. Thirteen

students did not have a job this year at the time of either survey, while the other 78 students had many different types of jobs this year. The three largest categories of jobs held by the students were cashier (17 students), salesperson (14 students), and stock clerk (13 students), in a variety of businesses.

15. Was the academic instruction required to meet graduation requirements provided for those students involved in the warehousing aspect of the program?

The academic subjects taught at the Naval Publications and Forms Center to the students from Olney and Frankford High Schools included English, social science, American history, distribution, and business mathematics. The specific subjects for each student were assigned by the grade chairmen at their home schools, according to the students' graduation requirements. Since all of the students working at the warehouse this year were graduated from their home schools, the subjects assigned would appear to have been appropriate.

16. What effect did the work experience aspects of the program have on the career plans of the participating students?

Questionnaires concerning students' career plans were completed by students in the warehousing and IDECC portions of this program, both at the start and at the end of the school year. There were 62 matching sets of pre- and post-questionnaires completed by warehousing students, and 49 such matching sets from cooperative education students using the IDECC system. It should be noted that the IDECC system was not dependent upon work experience, and could be used by any distributive education students. Reference is made to IDECC in this context only because such students were the only others (besides those working in the warehouse) who were exposed to a work

experience situation, and not because the effect of the IDECC system on students' career plans was being examined.

Table 3 indicates student responses to three questions on the questionnaire completed by the warehousing students. It is apparent that almost half of the students had decided at least tentatively on a new career after their warehousing experience (first question). The responses to the second and third questions, if examined only in terms of number of positive and negative responses, seem to show only minimal changes, but this is not in fact the case, since many of the students changed their responses from pre- to post-test. The actual number of students whose answers changed is given in the last column. There was no predominant pattern of change, however (i.e., the number of "yes-to-no" changes approximated the number of "no-to-yes" changes), so the total number of positive and negative responses remained fairly constant. It can be stated, however, that the work experience did apparently influence the student's career plans, and did result in changes in those plans for substantial number of students.

Table III

Questionnaire Responses by Students at the Naval Publications and Forms Center (N = 62)

Question	Pre-test (November, 1979)	Post-test (May, 1980)	Pre-to-Post Changes*
What sort of work do you think you will be doing after you finish your formal education? (describe briefly)	Same response on pre- and post-test:		32 (51.6%)
	Different response on pre- and post-test:		30 (48.4%)
Do you expect to continue with any kind of training (at any type of school) after you graduate from high school, before you start working?	Yes: 46 (74.2%)	Yes: 46 (74.2%)	17 (27.4%)
	No: 13 (21.0%)	No: 16 (25.8%)	
	Don't know: 3 (4.8%)	Don't know: 0	
Do you think you will want to be doing the kind of work you are doing in this program (at the Naval Publications and Forms Center) after you have completed your education?	Yes: 20 (32.3%)	Yes: 22 (35.5%)	34 (54.8%)
	No: 25 (40.3%)	No: 25 (40.3%)	
	Don't know: 17 (27.4%)	Don't know: 15 (24.2%)	

*Number of students whose responses changed between the pre- and post-test on the particular question. The number given includes all possible changes.

Questionnaire responses from the IDECC students were examined in a manner similar to that used for the warehousing students' questionnaires.

Their responses are summarized in Table 4. Once again, about half the students described a different kind of work (in answer to the first question) at the start of the year than after a year of work experience. The proportions of "yes" and "no" responses to the questions about the students' future training and employment plans were almost identical on the pre- and post-tests, as they were for the warehousing students, but the percentage of changes between "yes" and "no" over the course of the year was smaller than the warehousing students.

Thus, the career plans of many of the students in the work experience aspects of the program were apparently affected by their year of employment, although it is difficult to isolate such effects from all other possible influences on their career plans. Among the warehousing group, especially, students' plans for future training and type of employment changed in a large percentage of cases, and in both groups about half the students indicated a different kind of job as their ultimate employment goal after a year of work experience than at the beginning of the year.

Table IV

Questionnaire Responses by Cooperative Education Students Who Had Used the IDECC System (N = 49)

Question	Pre-test (November, 1979)	Post-test (May, 1980)	Pre-to-Post Changes*
What sort of work do you think you will be doing after you finish your formal education? (describe briefly)	Same response on pre- and post-test:		25 (51.0%)
	Different response on pre- and post-test:		24 (49.0%)
Do you expect to continue with any kind of training (at any type of school) after you graduate from high school, before you start working?	Yes: 42 (85.7%)	Yes: 40 (81.6%)	8 (16.3%)
	No: 7 (14.3%)	No: 9 (18.4%)	
Do you think you will want to be doing the kind of work you are now doing for your employer after you have completed your education?	Yes: 4 (8.2%)	Yes: 6 (12.2%)	12 (24.5%)
	No: 33 (67.3%)	No: 31 (63.3%)	
	Don't know: 12 (24.5%)	Don't know: 12 (24.5%)	

*see note at end of Table 3

17. Were any vocational materials modified, revised, or adapted for the special needs of disadvantaged students as part of this program?

The only portion of this program for which vocational materials were revised or adapted this year was the part which involved providing individualized instructional materials for business education, distributive education and cooperative education students. In the business education area, one of the vocational teachers completed

revisions started last year on the Business English and Communication course of study, which was then implemented in schools. In the cooperative education area, a series of units was revised and adapted by one of the vocational teachers, covering the following subject areas:

Preparing a Resume
Completing an Application for Employment
Writing a Letter of Application
Preparing for a Job Interview

The series of units was initially revised during the Fall, 1979 term, and submitted for review to several supervisors in the vocational education and cooperative education areas. Further revisions were made on the basis of the supervisors' comments, and the revised units were returned to the supervisors for final comments and suggestions. Since the steps described also took most of the spring term, no field implementation of the cooperative education units took place this year, but they were apparently ready for use in schools during the Fall, 1980 term.

ATTAINMENT OF OBJECTIVES

For all aspects of this program, a general statement that the objectives of the program were achieved is justified. Inasmuch as some of the objectives of the program cited specific numbers of students to be instructed, some comments in that area are worthwhile. As can be seen from Table I, the T&I instructional and Naval Publications and Forms Center parts of this program instructed more students this year than the 400 and the 60 students, respectively, mentioned in the relevant objectives. The reference to 9000 students in the objective relating to the implementation of individualized

business education materials should be interpreted in terms of the potential target population in the schools served, rather than in terms of students specifically aided this year by the curriculum materials; hence, the 689 students listed in Table I seems acceptable.

The portion of the program that taught the use of various office machines to students in five schools instructed 271 such students this year, as opposed to a projection in Objective 3 of 750 students. This is consistent with the fact that no equipment was delivered until January, 1980, and much of it later than that, a factor which obviously reduced the available time for instruction of students. It was stipulated in Objective 8 that 1,100 students would be instructed by the remedial mathematics and English portion of the program, while the total enrollment in the program at the seven schools involved was 562. This was due to a number of factors, as documented by interviews with department heads, vocational teachers from the schools, teachers from the project, and by questionnaire returns from teachers and participating students (this last survey having been done by the department head at Germantown High School).

One important factor limiting enrollment was reluctance by the students to be publicly identified as needing remediation, especially when they had to go out of the building to a special trailer. A variety of epithets had been coined by the students for the two trailers in use this year, any of which would tend to discourage students to leave their shop classes to attend such tutoring activities, and made this clear to their students. In some cases, teachers felt there was insufficient feedback from the project teachers about

their students, or that the activities were not relevant to what went on in their classes, and they did not encourage their students to attend. All of this was very individual, however, since there were also many teachers who greatly praised the program and its instructors, and who insisted that what they needed was an expanded tutoring program, so more students could be served. Positive and negative comments were by no means randomly distributed, tending to cluster toward certain schools and methods of implementation, so that the extent to which this part of the program achieved its objectives was the most site-related of any of the parts of this program.

CONCLUSIONS AND RECOMMENDATIONS

It is apparent on the basis of this year's activities that this program has successfully served a variety of students in many different situations, and has for the most part been of considerable benefit to them. Such deficiencies as were noted do not appear to be based on any fundamental lack of ability to serve students' needs, but are more likely the result of a need to assess better the mood of the potential "client" and to adapt the program to the specific needs of the potential recipients, rather than to expect the recipients to adjust to the demands of the program.

The most important application of this approach would be to the remedial mathematics and reading program, which would be able to enroll more students and retain them better, in the evaluator's opinion, if it could be carried out in a less stigmatizing way. Students disliked being labeled as deficient, and resented being seen by their classmates entering a special trailer reserved for

their use. The department head at Germantown High School has already located space inside the building for next year, based on this year's survey results, so that students being tutored next year will not be so conspicuous. Based on the experience at Edison High School, where the remedial work was done with all the students enrolled in one course, the department head at another high school has indicated that the same system will be tried there.

Feedback to the teachers during the school year should be carried out more attentively, and tutoring should be scheduled with as little disruption as possible of the regular class schedule. At one school where the project's instructors were perceived by the vocational teachers as being too demanding of the students' time, a negative effect was produced which resulted in very small enrollments in the program this year. On the other hand, teachers were generally very enthusiastic about the program when they had been made to feel that the program's teachers were working cooperatively with them, rather than making demands on their teaching time.

The fact that long-term absence by one teacher in the T&I instructional program caused one-third of the target schools to receive no tutoring service for the entire fall term, and for part of the spring term, suggests that some provision should be made for greater flexibility of coverage, or for securing of the services of a qualified substitute teacher more quickly. Once a substitute teacher had been found, instruction at the schools was established with no particular problems, so it was apparently quite feasible for an experienced person to function in the program on a temporary basis, leading to the

conclusion that hiring of a substitute at once would have been a worthwhile move. Delays in delivery of business machines reduced the number of students who could be instructed in their use. Since this was the second consecutive year during which this problem occurred, it is recommended that the project management investigate ways to expedite such deliveries, in the interest of securing the most benefit from the presence of the aides, who can apparently be provided to each school in the fall.

Other than in the areas cited, there were no important problems this year. Even the problems noted in this section and the preceding ones may be amenable to nothing more extreme than closer scrutiny of the details of the program at all supervisory levels, so that greater rapport can be established between the personnel in the field and the individuals they are to serve, and so that a working relationship can be established between those running the program and other agencies on whose services the program depends.

VOCATIONAL ASSESSMENT CENTER FOR THE DISADVANTAGED

CATEGORY: Subpart 3

PROJECT AREA: Other Vocational Instruction or Services

PROPOSAL NUMBER: 81-0700

BUDGET: $102,396.00

PERSON RESPONSIBLE FOR PROJECT; Mr. George Davis

LOCATION/S: Strawberry Mansion High School

PROJECT DESCRIPTION

The purpose of this project was to provide eighth-grade, economically or educationally disadvantaged students, who had expressed an interest in vocational education, with individual profiles of their career interests, aptitudes, and abilities. Each participant was scheduled to report to a "vocational assessment center" for one day a week over a five-week period. Students were conducted first through a day of orientation and a series of test instruments designed to assess their individual abilities and interests, then through an interpretation of their test results and the designing of self-profiles. They worked for three days on various work samples, and concluded with a day of feedback and evaluation in preparation for vocational selection.

The staff of the vocational assessment center consisted of one Vocational Education Teacher Advisor and three paraprofessionals. Test instruments included "hands-on" exploratory materials and pencil-and-paper tests, including the Comprehensive Occupational Assessment and Training System (COATS) Job Matching Test and the California Occupational Preference System (COPS). The project served students from three schools, who reported to the Assessment Center

instead of their regular school on the days they participated in the program.

PROJECT HISTORY

This was the first year of operation for this project.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. Given the opportunity to use the facilities of a vocational assessment center, at least 360 disadvantaged prospective vocational students will identify their vocational awareness, interests, training needs, aptitudes and abilities by participating in a validated comprehensive vocational evaluation and analysis.

2. Given an opportunity to respond to job matching questions dealing with preferences, experiences and capabilities each student will generate a machine scored profile that relates his/her responses to skill categories, career clusters, and skill training programs or courses.

3. Given the opportunity to perform at a minimum of five cluster trait work samples, each student will demonstrate his/her quality of performance and work behaviors at each work sample, as checked against standardized norms.

4. Given the results of his/her assessments and pertinent labor market projections, each student will use this data to demonstrate his/her decision making skills as relates to long range planning, valid occupational goal setting, and the choice of training opportunities. Mastery will be determined by the evaluator.

5. As a result of occupational information, personal data, and behavioral adjustments generated by the Assessment Center activities, each student will demonstrate increased occupational and self awareness and a decreased tendency toward sex-role stereotyping, as measured by a survey instrument administered before and after the Assessement Center experience.

PROJECT IMPLEMENTATION

The Fall, 1979 term was spent developing facilities for the project at Strawberry Mansion High School. The school allowed the project to use a large room equipped with shop tables with electrical outlets; there was in addition a smaller room at each end connected

to the main room by doors and plate glass windows. This location was considered by the project staff to be ideal for their purposes, since the work samples could be set up on the tables and the smaller rooms could be used for related activities at the same time. During the fall term, the project staff consulted various individuals, including personnel from the Office of Research and Evaluation, and decided on the instruments to be used with the students. The required work samples and instruments were ordered, to be delivered by January, 1980. Work samples were ordered in 12 vocational areas, covering a broad range of possible careers. Students were recruited (on the basis of counselor recommendations) from Strawberry Mansion High School and FitzSimons and Gillespie Junior High Schools, so that there would be enough students available to keep the center fully occupied for the spring, 1980 term. Since the facility could accommodate 14 students a day, about 70 students were served during each five-week cycle.

By the end of January, 1980, all required test instruments and work samples had been delivered and established and a vocational Information Computer Services (VICS) terminal was operating in the assessment center. An open house was held on January 31, 1980, at which 22 students demonstrated the use of the various instruments and work samples. Full operation of the center with the first group of students started during February, 1980.

Strawberry Mansion students attended the center on Mondays, Wednesdays, and Fridays; FitzSimons students on Tuesdays; and Gillespie students Thursdays. Thus, about three-fifths of the students

served were eighth graders from Strawberry Mansion High School, with each of the other two schools contributing about one-fifth of the total enrollment. At the end of each five-week cycle, new groups of students were enrolled from each school, on the same days. A narrative vocational profile for each student was mailed to the referring staff member at the participating school, in addition to information provided directly to the students and their parents by the assessment center staff.

EVALUATION PLAN: QUESTIONS ANSWERED

1. Were a vocational education teacher advisor and three paraprofessionals hired, and was a Vocational Assessment Center established?

The vocational education teacher advisor and three paraprofessionals needed to run the program had all been hired by October, 1979. Since no students were using the assessment center until February, 1980, however, there was no reason for all of these individuals to be present at Strawberry Mansion during the fall, 1979, term. Two of them, therefore, were located at other facilities during the fall term. By January, 1980, all four people were working at the assessment center, which had been organized and equipped as already described under Project Implementation.

2. Did the students selected for the program meet the requirements of being educationally and/or economically disadvantaged, and of requiring special assessment services, as documented by teacher/counselor recommendations?

The students served by the program were all referred by counselors in their home schools on the basis of having expressed an interest in vocational education, but needing help in deciding for which vocational

area they were best suited. For each student referred to the program, information was provided by the referring counselor as to the type of disadvantage exhibited by that student. All of the referred students met the criteria for educationally disadvantage, and 11.3% also met the criteria for being considered economically disadvantaged.

3. How many students were served by the project this year and what degree of utilization of the project's facilities does this represent?

Project records indicated that 155 students had been enrolled in the assessment center during the spring, 1980 term, between the middle of February and the first week in June. This number of students was consistent with the center's intention of serving about 70 students during each five-week cycle of operation. There was apparently no shortage of potential students to assess, and the staff had no problem keeping the center fully occupied.

4. With what types of vocational assessment activities were the participating students provided?

On their first day at the assessment center, students were given an introduction to the function of the center, followed by a vocational interest survey instrument which allowed a profile of vocational interests to be prepared for each student. Based on the results of this interest inventory, each student was then assigned to a series of work samples selected from the following group of 12 which were installed in the center:

Drafting
Clerical/Office
Metal Construction
Sales Work
Wood Construction
Food Preparation

Medical Services
Travel Services
Barbering/Cosmetology
Small Engines
Electrical
Police Science

Although the center was prepared to allow students to complete up to five different work samples, few students actually completed that many. The average number of work samples completed by students who received a complete vocational assessment was 3.6.

In addition to the work sample experience (the results of which were sent to the test publisher to be analyzed - a computer-generated vocational assessment was then returned to the center for each student), the students also participated in small group "career research and planning" meetings with the center staff, and used the VICS computer terminal in the center to obtain additional career information. Students received individual feedback about the results of their assessment, and group counseling about vocational choices and course selection. The heart of the operation, however, was the profile of career interests, aptitudes, and abilities generated on the basis of the work sample experience.

5. Was each participating student provided, as a result of his participating in this program, with a profile of his career interests, aptitudes, and abilities?

Not every student referred to the center this year proved sufficiently motivated to attend all of the sessions and complete all of the activities required to obtain a complete vocational assessment. For a variety of reasons, 24 of the 155 students who reported to the center at least once this year did not receive a complete vocational assessment, although they participated in some of the center's

activities. The 131 other students, however, did complete all work required to receive a complete assessment. Because of administrative delays, the computer-generated assessments for 21 of these students had not been delivered to the referring schools by the end of June, but were expected to be available in September.

The vocational profiles, which were machine-generated by the supplier of the work samples, were based on observations of the students' activities while they completed their assigned work samples. The students' job preference and vocational experience profiles were also supplied to the student (and his referring counselor), based on the interest inventory completed during the first session at the center. Performance on the work samples was used to estimate students' job readiness, confidence levels, and ability to perform in various situations (verbal instruction, reading directions, paying attention, manual skills, etc.). The staff's ratings of the student on each assigned work sample were sent to the test publisher, who then returned the machine-generated vocational profiles to the center. It was the need for this last step which delayed the return of the 21 students' profiles, since they had completed the work samples too late in the year to get back their results from the publisher before the end of June.

6. Did the students involved in the program demonstrate increased occupational and self-awareness and a decreased tendency toward sex-role stereotyping?

In order to examine the students for changes in their level of occupational and self-awareness and tendency toward sex-role stereotyping, the project staff constructed a sixty-item survey instrument on which students indicated their opinions ("strongly agree," "slightly

agree," "slightly disagree," "strongly disagree") concerning twenty statements in each of these areas. These choices, scored from one to four points, were arranged so that a higher score corresponded to a more desirable point of view. The instrument was administered to incoming students on their first day at the center, and as a post-test on their last day at the center, five weeks later. Scores were made up separately for each of the 20-item sub-tests, and expressed as the mean score for that sub-test. Therefore, an individual student's three sub-test scores would range from 1.0 to 4.0, depending on the extent to which his attitudes and beliefs were in accordance with those which were held to be desirable. Because of administrative problems, not all students took a pre-test and a post-test this year. Such matching scores were available for only 33 students, whose test results are summarized in Table 1, below.

Table 1

Students' Preference Scores in the Areas of Occupational and Self-Awareness, and Sex-Role Stereotyping (N=33)

Area	Mean Pre-Test Score	Mean Post-Test Score	Net Change (Post - Pre)	t
Occupational Awareness	2.94	2.93	- 0.01	0.13*
Self-Awareness	3.13	3.08	- 0.05	0.64*
Sex-Role Stereotyping	2.57	2.64	0.07	0.97*

*Not significant

On the basis of the mean scores shown in Table 1, it can be said that no significant changes occurred in the participating students' levels of occupational or self-awareness, or in their tendency toward

sex-role sterotyping as a result of their experiences at the assessment center.

ATTAINMENT OF OBJECTIVES

Those objectives relating to the preparation of vocational profiles and interest and experience inventories for the participating students were achieved this year for most of the participating students. In view of the fact that this was the first year of operation for the Center, and that the staff had to learn to run the Center at the same time that they were working with students, the number of assessments completed appears compatible with the intent of the proposal. A greater need for standardization of procedures might be inferred from the fact that only 33 of the 131 students who completed the entire assessment procedure had matching pre- and post-test scores in the areas of occupational and self-awareness and sex-role stereotyping. As Table 1 showed, it cannot be said that the objective (#5) relating to changes in those areas was achieved.

CONCLUSIONS AND RECOMMENDATIONS

For a new project which served students for only one term, this program accomplished an impressive amount of work. Such inadequacies as were noted in preceding sections of this report may well have been due to inexperience on the part of the staff, and an improvement in efficiency would be reasonable to expect in following years. It would be well to examine ways to increase the amount of effort expended in attempts to influence students' occupational and self-awareness and tendency toward sex-role stereotyping, since it appears that this year's activities at the center had no discernible effect in those

areas. In general, however, the assessment center was well organized and equipped, and seemed entirely adequate to perform its primary purpose of providing students with individualized vocational assessments.

VOCATIONAL EDUCATION FOR BILINGUAL STUDENTS

CATEGORY: Subpart 2

PROJECT AREA: Trade and Industrial Occupations

PROPOSAL NUMBER: 67-9803

BUDGET: $18,824.00

PERSON RESPONSIBLE FOR PROJECT: Dr. Richard Glean

LOCATION/S: S.A. Douglas

PROJECT DESCRIPTION

This project provided Spanish-speaking Educable Mentally Retarded (EMR) students with the services of a bilingual teacher-tutor. Services were available for Spanish-speaking students in six occupational areas: Food Services, Power Sewing, Hospital Practice, Wood Shop, Laundry and Dry Cleaning, and Business Workshop. Students were properly identified as Educable Mentally Retarded by a Multi-disciplinary Child Study Evaluation Team. The project was designed to improve vocabulary and the functional use of English in vocational areas. The bilingual teacher-tutor also taught English/Spanish equivalents of vocational terms.

PROJECT HISTORY

This was the fifth year of the project. The previous years' evaluations reported that the project met its objectives. Spanish-speaking EMR students were given assistance in pursuing their career goals; parents of these students were also provided with the services of the tutor for remedial help with English skills.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide bilingual assistance to the S.A. Douglas Occupational School's vocational craft instructors having Spanish-speaking

disadvantaged students enrolled in their shops. This tutorial instruction will be given at least one hour a day for each of five vocational areas.

2. To prepare Hispanic disadvantaged students for the needs of the working world and for job placement.

3. To enjoy a 20% success factor in employment of Hispanic disadvantaged students in the private or government sector.

PROJECT IMPLEMENTATION

The project completed its fifth year of implementation. This year the project had a substitute bilingual teacher filling in until an appointment could be made.

The bilingual teacher-tutor rotated among the six occupational areas tutoring Hispanic EMR students in basic reading, arithmetic, vocabulary, and vocational concepts. The tutor also assisted students in their understanding of employment procedures in both languages when necessary. Students received individual tutoring for one period twice a week. The tutor was in constant contact with teachers, and used the same materials used in class supplemented with other remedial materials. The tutor also served as a translator for school personnel meeting with parents.

EVALUATION PLAN: QUESTIONS ANSWERED

1. In what subject areas and with how many instructors did the tutor work during the year?

The tutor worked with 15 instructors from 12 subject areas. The following table reports the number of teachers and subject areas that the tutor worked with during the year.

Table I

Teachers and Subject Areas Worked With

Subject Areas	Number of Teachers
CORE Curriculum - Reading and Math	4
Art	1
Cooking	1
Clerical Practice	1
Dry Cleaning	1
Hospital Practice	1
Math	1
Music	1
Power Sewing	1
Reading	1
Restaurant Practice	1
Woodshop	1
Total	15

2. What techniques did the bilingual tutor use to expose Spanish-speaking students to English/Spanish equivalents for vocational materials, equipment, concepts, and ideas?

The bilingual teacher-tutor worked with the same materials that students used in class to assist Spanish-speaking students in their understanding of what was going on in the classroom. The tutor attempted to provide motivation and encouragement to students in need of remedial help. Tutoring was done individually or in groups, while in class, shops, or in other designated areas. Students were assisted with worksheets and materials, equipment names, and classroom procedures. Students used remedial supplemental materials in addition to classroom materials in order to increase their levels of classroom proficiency. Students to age fourteen received extensive basic remedial help in reading vocabulary, arithmetic, language arts, and some vocational concepts. Flash cards, vocabulary list work sheets, word lists of difficult sounds, tapes, story books, and study procedures were used to develop the needed basis essential for vocational concepts and ideas.

The students over fourteen received assistance in their vocational shops. They received assistance with the pronunciation of vocational terms, concepts, and equipment used in the shops. The tutor worked along with students in the shops and asked them to describe what they were doing while assisting them with what they were working on. The tutor was also in contact with shop and academic teachers to discuss student progress. At times teachers came to the tutor to discuss student problems and concerns.

3. What procedures were used to select students for tutoring?

Hispanic EMR students were usually selected for the program through recommendations from teachers. This was done through volunteering names of students in need of remedial assistance and through informal discussions with teachers by the tutor. Parents also requested help through the principal. The tutor observed students in class in need of help, or those who teachers felt could do better. Of the 54 Hispanics at the Douglas School, a substantial number of students did not need constant assistance from the tutor. The ones in most need of help were scheduled for tutoring based on their need. The others, however, were observed by the tutor for progress during the school year and received help when needed.

4. What was the number of Hispanic students, enrolled in vocational courses, served by the bilingual tutor in each of the occupational areas?

Table II reports the number of Spanish-speaking students receiving tutoring in each vocational area.

Table II

Number of Hispanic Students Receiving Tutoring and Their Vocational Areas

Vocational Areas	Number of Students
Wood Shop	30*
Power Sewing	7
Restaurant Practice	5
Cooking	4
Sewing	4
Clerical Practice	3
Hospital Practice	1
Total	54

*Includes younger students who had not made vocational career choices.

5. How many, and what percentage of students who received tutoring, were placed in jobs by the end of the year by the job coordinator?

Three students (5.6%) who received tutoring were placed by the school job coordinator in part-time entry level positions in the Neighborhood Youth Corps working in hospitals as housekeepers.

Before students were placed, the coordinator ascertained the students' attitudes and attendance from their teachers and counselors. He accompanied students to both the interview and the job site. Periodic checks were made and progress charts were maintained for all working students. The student progress chart recorded the student's personality characteristics, behavior, attendance, quality of work, and other remarks. The chart was also signed by the student's supervisor. Students were placed whenever an opening occurred and students were only placed through the auspices of the Neighborhood Youth Corps.

ATTAINMENT OF OBJECTIVES

All objectives were attained for this project, except for the 20% success factor in employment of EMR Spanish-speaking students in the private or government sector. The teacher-tutor provided bilingual assistance to EMR Spanish-speaking students in all vocational shops having Spanish-speaking students. Vocational concepts and ideas were taught in conjunction with students' remedial assistance.

CONCLUSIONS AND RECOMMENDATIONS

The teacher-tutor provided remedial and vocational assistance to Spanish-speaking EMR students in all shop areas. Emphasis needs to be placed on increasing the percentage of EMR Spanish-speaking students who become employed as a result of participation in this program.

VOCATIONAL EDUCATION INSTRUCTIONAL SUPPORT (VEIS)

CATEGORY: Subpart 2

PROJECT AREA: Secondary Vocational Programs

PROPOSAL NUMBER: 80-0242

BUDGET: $160,866.00

PERSON RESPONSIBLE FOR PROJECT: Mr. Clayton Lotharp

LOCATION/S: John F. Kennedy Center

PROJECT DESCRIPTION

This project provided alternative educational materials for use in vocational education programs by all vocational education students, especially those who needed help to succeed in a regular vocational education program. VEIS provided materials needed for curriculum modification so that curriculum materials could be better suited to meet the needs of all students. Audiovisual programs and materials, previously developed with federal and local funds, and other commercially prepared materials, were reviewed, catalogued, and/or supplied in such a manner that they could be available to students and vocational educators. Such instructional aids as charts, graphs, transparencies, films, photography, audiovisual aids and equipment, as well as services such as printing, duplicating, and recording, were provided by VEIS. VEIS also provided information on current educational materials and their availability. Photographic and closed circuit television services were also made available. VEIS systematically distributed these materials to vocational schools, comprehensive high schools, and the Vocational Education staff.

PROJECT HISTORY

This was the sixth year of operation for this project. The

evaluation report for the first year stated that the Vocational Education Instructional Support Program, previously referred to as the Vocational Education Media Center, provided services on 200 separate occasions and met the requirements of the majority of those requesting service. In the second year of operation 215 requests were received for professional services. A newsletter, CADRE, was published in the second and third year to facilitate dissemination of vocational information. In the third, fourth, and fifth years of operation the program continued to respond to increasing requests made by vocational education personnel for educational materials designed for students in need of special assistance.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide assistance for the direct implementation of Vocational Educational materials so that a minimum of 48,292 students will benefit.

2. To gather, review, and catalog previously developed audio/visual programs developed with federal and local funds for use by students in need of these materials.

3. To gather and replicate individualized Vocational Education materials to be used by Vocational students.

4. Students who have utilized project-supplied materials will demonstrate increased knowledge and skills as determined by the professional instructor.

PROJECT IMPLEMENTATION

The project supplied vocational education with alternative vocational education materials for use by vocational students, especially those in need of assistance to succeed in a regular vocational program. Four teams, consisting of project personnel with two members in each team, stayed in contact with vocational schools in each of their assigned districts. On-site visits and telephone calls were made to school personnel to provide services for alternative instructional needs. Principals at the various schools were contacted, as well as teachers. All vocational schools were contacted about services by personal visits

and/or by telephone. When requested, the program provided demonstrations through tapes and slides of the different services, objectives, and the various types of medium format used to display materials.

The teams that went to the schools provided instructors with alternative materials, as needed, that contained suggestions for instructional materials, workshops, career days, and role play activities; they also provided commercial and specially prepared vocational materials. Follow-up contacts were made to ascertain whether further assistance was needed. At times, after using materials, vocational education personnel requested further information regarding project in-house materials and on-site program service presentations.

Students who participated in on-site art workshops at VEIS discussed different art careers, evaluated art styles, worked with letter-writing tools, learned sketching techniques, developed cartoons, planned layouts, learned how to handle cameras, and actually fulfilled job work orders. There were two groups of students who participated in the workshops. One group engaged in job exploration activities and the other received more specialized hands-on job experiences.

EVALUATION PLAN: QUESTIONS ANSWERED

1. What types of services were performed by the Vocational Education Instructional Support?

Services performed by the Vocational Education Instructional Support (VEIS) were provided so that teachers could plan and implement programs using the services of VEIS in direct support of the instruction of vocational students. When providing on-site classroom assistance, the teams worked as resource support along with teachers while helping them to infuse career information into classroom activities. The team members provided activities and support, but did not assume

leadership roles in any of the classrooms. Teachers were able to utilize VEIS materials and provided students with necessary alternative programs, games, and instructional aids. Programs developed by VEIS were revised, updated, replicated, and distributed to skill centers, the area comprehensive high schools, and junior high schools with approved vocational programs. Programs were modified to meet the level of classroom assistance required for the different levels of classroom instruction. Commercially developed programs were also received and distributed. VEIS received a continuous flow of commercial programs which were previewed, catalogued, and recommended for vocational classrooms. Commercial companies were actively solicited for free materials which were sent to the project for use in vocational classrooms.

In addition, VEIS served as an instructional work site providing hands-on job exploration for the Academy of Career Education and the Building Experience Based Career Education (BEBCE) programs for an average of one and one-half days per week from October, 1979, to June, 1980.

2. Which vocational schools received services from VEIS and how many were performed at each school?

VEIS rendered services to all of the area vocational technical schools, comprehensive high schools, skills centers, and junior high schools with approved vocational porgrams. In addition, services were provided through in-house visits, by teachers, principals, department heads, vocational education supervisors, and students. Services were also rendered through telephone and written correspondence.

The following table indicates the schools and number of visits which were made during the current school year (1979-1980).

Table 1

Schools and Number of Visits to Provide Services - 1979-1980

Number of Visits	Schools	Number of Visits	Schools
72	Bartram (BEBCE)*	3	Lamberton
28	Bok	3	Lincoln
1	Brooks Education Center	2	Martin, W.& E.
2	Boone	30	Mastbaum
3	Carroll	3	Miller, E.S.
1	Catto	1	Muhr
12	Cook	1	Northeast
4	Shallcross	18	Olney (ACE)*
1	Dick	9	Overbrook
2	Douglas, S.A.	2	Penn, Wm.
15	Dobbins	9	Randolph
15	Edison	10	Roxborough
6	Fels	8	Saul
2	Frankford	2	South Philadelphia
4	Franklin Learning Center	4	Stetson
6	Benjamin Franklin	9	Stoddart-Fleisher
8	Furness	36	Strawberry Mansion
18	Germantown	4	Swenson Skills Center
12	Gratz	12	University City
9	Gillespie	4	Vaux
1	Jones	3	Wagner
1	Kane	4	Washington
1	Kenderton	72	West Philadelphia
3	Kensington	18	Widner Memorial
9	King		

*Ongoing programs that use VEIS services in addition to other services rendered at school.

3. How many students were exposed to VEIS materials?

Although the total student population of the various schools serviced by this project exceeds the target 48,292 mentioned in the project objectives, no data exists as to the specific number of vocational pupils who made use of VEIS materials.

4. What procedures were used to select and modify alternative instructional materials?

The major focus of the project was updating, reviewing and modifying vocational instructional materials. When salaries, equipment,

terminology, training, and educational requirements, and other occupational changes occurred, programs and materials were updated. The project kept records of how many instructional programs were in schools and in which schools they were housed. Materials were also modified by request and as needed. Modifications were made according to the needs of the individual users. The staff stayed in contact with the Bureau of Labor Statistics, labor unions, and vendors. Vendors notified the project staff of commercial programs in need of modification so that students could be made aware of changes which occurred after commercial programs had been purchased. The staff of Vocational Education also apprised the project of modifications needed to maintain and update vocational instructional materials and programs. The staff was in contact with various industries for current information, and received incoming pamphlets, newsletters, magazines, educational bulletins, and information from other school districts in the Delaware Valley.

5. According to the instructors, what skills and increases in knowledge did their students demonstrate as a result of VEIS materials?

Questionnaires were sent out to program users for the evaluation of program services. Since only seven teachers returned the questionnaire, it is not possible to respond to this evaluation question.

ATTAINMENT OF OBJECTIVES

The Vocational Education Instructional Support attained some of its objectives. The project assisted students in vocational schools and classrooms providing them with alternative educational materials. The project previewed, revised, updated, catalogued, disseminated, and recommended commercial and previously developed vocational materials and programs for use by students.

CONCLUSIONS AND RECOMMENDATIONS

The project continued to supply vocatonal education students with alternative vocational materials. Vocational schools and centers were supplied with updated, revised, previously developed programs for use with students.

Since previous years' evaluations concentrated on the implementation of this project's activities, it is recommended that next year's evaluation concern itself with measuring what impact VEIS materials and services are having on the vocational instruction of students.

CATEGORY: Subpart 2

PROJECT AREA: Health Occupations and Trade and Industrial Occupations

PROPOSAL NUMBER: 76-9001

BUDGET: $195,877.00

PERSON RESPONSIBLE FOR PROJECT; Dr. Richard Glean

LOCATION/S: Area Comprehensive High Schools

PROJECT DESCRIPTION

The project provided inclass support and consultive services to vocational teachers so that they could provide individualized instruction to mainstreamed mildly handicapped students in the area comprehensive high schools. A training coordinator consulted with vocational teachers and paraprofessionals and coordinated the activities of teacher aides in the vocational shops. The teacher aides provided direct instructional support and assistance to the mildly handicapped students enrolled in regular vocational classes. The aides assisted two vocational teachers on a half day basis or the equivalent, and worked with a minimum of six students enrolled in a shop area. The teacher aides likewise monitored attendance and punctuality, reminded students of safety procedures and work habits, and worked alongside the students in the shop area. In addition, students were assisted by the aides in performing activities as directed by teachers, and in using written materials provided to them by teachers.

PROJECT HISTORY

This was the second year of implementation. During the 1977-78 school year there was a freeze on hiring which prevented the project from securing personnel. It was considered inappropriate to fund the project during that year. Last year the project had difficulties in

procuring staff due to city-wide teaching staff transfers, which took place in February, 1979. In the same month paraprofessionals were hired, trained, and began assisting teachers in classrooms.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. Mildly Handicapped (Mainstreamed)

   a. Twenty-four paraprofessional employees to function as vocational teacher aides will be hired during the Fall, 1979 and assigned to schools having an enrollment of mildly handicapped pupils in certified vocational education programs.

   b. Each paraprofessional will assist two vocational teachers on a half-day basis or the equivalent thereof.

      Paraprofessional assistance to vocational teachers will be characterized by:

      1. keeping any records such as attendance, punctuality, pupil responses, etc., as deemed necessary by the Training Manager and school personnel for handicapped pupils in the shop area;

      2. working with nonhandicapped students in the shop area during the time that the vocational teacher is working directly with handicapped pupils in the shop area;

      3. communicating the special requirements of the handicapped pupils working in the shop area to the vocational teacher as these requirements become evident.

   c. Each paraprofessional will assist a minimum of six mildly handicapped pupils enrolled in a regular shop area. Paraprofessional assistance to pupils will be characterized by:

      1. monitoring attendance and punctuality of handicapped pupils in the shop areas;

      2. reminding handicapped pupils of appropriate safety and work habits in the shop area and documenting their behaviors if required;

      3. working alongside the handicapped pupil in the shop area to aid him/her to perform activities as per the vocational teachers' direction;

4. assisting handicapped pupils with written materials provided to them by the vocational teacher.

d. A minimum of 144 mildly handicapped pupils will be enrolled in regular vocational education programs at various locations throughout the School District.

e. Ninety percent of the mildly handicapped pupils enrolled in regular vocational education programs and receiving the assistance of a project vocational teacher aide will have attendance and punctuality records equivalent to minimal required standards for the shop in which they are rostered at the end of the 1979-80 school year.

f. Seventy-five percent of mildly handicapped pupils enrolled in regular vocational education programs and receiving the assistance of a project vocational teacher aide will complete the required materials with a passing grade in the shop area in which they are rostered.

PROJECT IMPLEMENTATION

The program was in operation for the second year. Twenty-five paraprofessional aides assisted vocational teachers on a half day basis, providing direct service to mainstreamed mildly handicapped special education students. The aides were placed in shops that had three or more special education students. Although actual enrollment figures were higher, the paraprofessionals worked directly with 359 mildly handicapped students.

The aides worked in the various vocational classrooms providing direct instructional and vocational support to special education students. They worked directly with mildly handicapped students assisting them with class projects, shop theory, and personal adjustments. As deficiencies presented themselves, the aides provided remedial assistance in the shops. The aides also consulted with Special Education Resource Room Teachers for additional assistance. The consultation between paraprofessionals and Resource Room Teachers helped to coordinate efforts between the two programs and address student deficiencies.

The paraprofessionals also worked closely with students to aid them in adjusting to vocational mainstreaming. They helped provide incentives for students to remain in school, participate in classroom activities, and develop the proper attitudes necessary for adjustment.

The paraprofessionals' role with instructors ranged from assistant teaching to non-instructional student supervisor. Some aides were able to assist teachers with developing projects and teaching students, while others only oversaw that students followed safety classroom procedures. Most of the aides worked in the project last year and appeared to feel more confident this year.

EVALUATION PLAN: QUESTIONS ANSWERED

1. In what types of activities were paraprofessionals engaged with students?

The paraprofessionals provided direct instructional support to mainstreamed mildly handicapped students in the following shop areas: art, automotive mechanical, baking, building maintenance, business, child care, cosmetology, drafting, electronics, home economics, horticulture, hospital practice, machine shop, marriage and the family, masonry, new/used car preparation, photography, power sewing, printing, radio and television, restaurant practice, reupholstery, service station attendant, vending, and tailoring. The paraprofessionals worked with individuals and small groups of special education students, providing them with assistance in understanding shop directions, shop safety, remedial readers, mathematics, measurements, shop theory, and their shop projects.

The paraprofessionals provided supportive assistance which enabled special education students to adjust to being mainstreamed into regular vocational classes. The aides encouraged students to finish projects

and to participate in the classroom activities. Students who were failing or had attendance problems received additional assistance in order to succeed. Students with personal problems often came to the paraprofessional for assistance.

2, In what types of activities were paraprofessionals engaged in providing assistance to vocational instructors?

The paraprofessionals worked along with students and helped supervise classroom activities. They provided necessary feedback to instructors concerning student personal problems and progress. Some of the aides offered suggestions for activities or developed their own special projects. Others followed the plans of instruction with no input into the classroom learning experiences. The aides helped set up classroom activities and also made sure that things were put away properly. Other duties included running off tests, requisitioning orders for needed supplies, keeping classes orderly and under control, taking roll, coordinating display cabinets, developing tests, and calling home when students did not attend class. The aides relieved the instructor of some of the classroom pressures by providing support and assistance needed for special education students to keep up with in regular vocational classes, and by allowing instructors to have more time to give personal assistance to students with special problems or concerns.

3. What types of training and instructional support did paraprofessionals receive to facilitate their instructional duties and responsibilities?

Teachers met with aides before class, after class, and during prep periods to answer questions, and assist the paraprofessionals in their development of shop skills necessary to help special education students. Last year, when the aides were chosen, they were not hired on the basis of vocational training or experience with special education students.

Rather, they were aides who had been unemployed due to budgetary cut backs, and most were not equipped with prior experience in many of the shop areas. The paraprofessionals were trained along with students. Some of the aides, however, were placed in areas of which they had prior training or knowledge.

This year aides reported more confidence in their vocational areas and abilities to assist and develop better relations with students. Some of the students with whom they worked last year had returned and assisted aides with some of the new students.

In schools where both paraprofessionals and Resource Room Teachers were placed, there was a sharing of information. The paraprofessionals were able to consult with Resource Room Teachers. The aides were able to inform them of special education students needing special assistance, and provide feedback on student progress.

4. What percentage of mildly handicapped students enrolled in regular vocational classrooms had attendance and punctuality records equivalent to the minimal required shop standards?

According to project records, it was reported that 88% of the mildly handicapped students had attendance records equivalent to the minimal required shop standards. In addition, 99% of the students had punctuality records equivalent to the minimal required shop standards.

5. What percentage of mildly handicapped students enrolled in regular vocational programs completed the required materials with a passing grade in the shop in which they were rostered?

According to project records, 89% of the mildly handicapped students enrolled in regular vocational classes were able to pass their vocational courses. Students were graded as regular students and were graded on the number of tasks that they were able to complete. (Tasks were not considered complete until done correctly.) Aides reported

that most of the students who attended class regularly, generally, were able to complete the required materials with a passing grade.

ATTAINMENT OF OBJECTIVES

All objectives were attained except for 90% of the students having attendance records equivalent to the required shop standards. This objective was attained for punctuality and approached for attendance. The paraprofessionals worked directly with over 144 mildly handicapped students, assisting them in the shop areas to perform their prescribed activities. Over 79% of the students completed the required activities with a passing grade. The aides communicated with teachers concerning students' needs and assisted students with shop safety and work habits.

CONCLUSIONS AND RECOMMENDATIONS

In its first full year of operation, this project provided mainstreamed mildly handicapped students with additional assistance in vocational classrooms.

It is recommended that the aides monitor attendance more closely and provide greater attention to that area. It is further recommended that the project be expanded to help meet the needs of the increasing number of mildly handicapped students who are mainstreamed into regular vocational classrooms.

VOCATIONAL TRAINING THROUGH REHABILITATION OF ABANDONED HOUSES

CATEGORY: Subpart 4

PROJECT AREA: Trade and Industry Occupations

PROPOSAL NUMBER: 68-8815 (10/78 Revision for T & I Section)

BUDGET: $210,643.00

PERSON RESPONSIBLE FOR PROJECT; Dr. Joseph Rubin

LOCATION/S: Thomas Edison High School, A. Philip Randolph Skills Center; and Swenson Skills Center (limited basis).

PROJECT DESCRIPTION

This proposal enabled the implementation of a vocational training program in the construction cluster for 150 economically and educationally disadvantaged students. Identified as potential dropouts, these students were currently enrolled at the Thomas Edison Comprehensive High School and the A, Philip Randolph Skills Center. Students meeting the stated criteria were scheduled for training activities at several off-site locations within close proximity to the above-mentioned schools. The School District utilized houses acquired from the Philadelphia Redevelopment Authority and the Department of Housing and Urban Development. Disadvantaged students, who were enrolled in building construction courses at the two schools, worked with their teachers and a selected group of crafts people to rehabilitate the houses. The students took part in all phases of the renovation program, from the negotiating of community support and the drafting of plans specifications, to actual construction tasks involving carpentry, electrical, masonry, and plumbing skills. Students enrolled in the

Air Conditioning, Heating, and Refrigeration Cluster from Swenson Skills Center participated on a limited basis.

A major component of this program was the involvement of currently unemployed building construction workers at the journeyman level in plumbing, carpentry, and electricity with the students and their teachers. The construction workers provided supplemental support to assist the students to complete tasks at a level required to meet city building codes.

PROJECT HISTORY

This was the first year in which this project was evaluated.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

1. To provide entry-level skills training within the construction cluster (e.g., carpentry, plumbing, masonry, etc.) to at least 150 students at two housing rehabilitation sites. Competency-based tasks will be established by the instructor and competency of students will be checked by the work they have done on the various rehabilitated buildings as checked by municipal building inspectors.

2. At least 80 percent of the senior students will obtain entry-level skills related to housing rehabilitation as documented by their trade and industrial instructor and on-site journeyman.

PROJECT IMPLEMENTATION

During the current year, the project operated at the four housing sites which the School District had purchased from the city. Additionally, one house completed early in the school year was sold after the individual who purchased the house had obtained a mortgage.

The project operated differently at the two schools. At the site near Randolph Skills Center, all grade 11 and 12 students

enrolled in carpentry, electrical, masonry and plumbing worked in one house. When tasks were ready for completion, the instructor brought his class to the site, and students participated in larger groups performing some phase of the required work. At that site, a total of 53 eleventh grade and 39 twelfth grade students from these respective shop areas were involved in some phase of construction. As many as fifty students had been observed working on some phase of construction at one time. Unfortunately, work was halted at the Randolph site for several weeks due to security problems in the neighborhood. Threats by one of the neighbors to students at the site necessitated this step. The school arranged for an individual to provide increased security to personnel at the site, however, and work was resumed.

At the Edison site, the work schedule was somewhat different for several reasons. Instead of one house, students worked in three houses, all in a different state of completion. In addition, small numbers of students from each shop class worked at each site on an alternate basis, receiving supervision and training from the several journeymen assigned to the project. Again, as with students from Randolph, student interest appeared high, and the recognition that they worked in a realistic setting seemed to provide considerable motivation for students' attention to tasks and their willingness to learn. The use of journeymen as supervisors of students' activities also seemed to create respect on the part of students for working in realistic settings.

In addition, the evaluator observed disadvantaged students from Swenson Skills Center who were enrolled in the Air Conditioning, Heating and Refrigeration cluster. They were being given assignments and on-site experiences at the Edison sites by the journeymen. However, their participation in this program during the course of the year was limited.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students from each center participated in the project? What were the specific vocational courses/clusters in which each student was enrolled? What was the retention rate for students in the program?

A total of 165 students, who met the criteria of disadvantage, were enrolled in the program. Of this number 93 were students at the Randolph Skills Center, and 72 were enrolled at Thomas Edison High School. In addition, fourteen disadvantaged students enrolled at the Swenson Skills Center participated in the program on a limited basis.

Records of students by grade, sex, race, type of disadvantage, and curriculum were maintained at the two sites. The following table presents these data.

Table I
Participants in the Program in all Areas
(N = 165)

	Grade			Race			Sex		Category of Disadvantage	
	10	11	12	B	W	H	M	F	Econ.	Acad.
Carpentry	45	31	21	45	22	30	96	1	66	31
Electrical	0	9	16	16	8	1	19	6	6	19
Masonry	0	12	6	10	8	0	18	0	0	18
Plumbing	0	19	6	8	17	0	24	1	0	25
Total	45	71	49	79	55	31	157	8	72	93

It should be noted that many students met both criteria for establishing category of disadvantage. Only one, criterion, however, was necessary for qualification. For qualification in the economic category, student addresses were cross-matched in the pupil directory file with the special tape of students whose families receive AFDC funds. Students qualified for academic disadvantaged if they scored two or more years behind grade level in the California Test of Basic Skills.

Inasmuch as individual students did not work on the building site for the entire school year, retention rate in the program itself was not a meaningful statistic. It was possible, however, to examine the dropout rate from school of the project participants,

At the Edison Project, this rate was only 10 per cent compared to a general dropout rate for Edison High School of 33 per cent, Randolph and Swenson, on the other hand, being Skills Centers, did not calculate dropout data, since this statistic was in terms of the sending schools.

2. What were the opinions of the craft persons participating in the program concerning the program in general and its specific components?

Of the six respondents from the Randolph site, all believed the program to have considerable merit. The most frequently cited benefit was that students saw the application of skills to an actual setting. Students saw, by example, the stages of completion and the order of work performed by each of the trade areas. Also, many individuals stated that, as a result of working in a "real" setting, students recognized the need for mastering the areas of mathematics

related to skills required for job performance. This was especially noted in the carpentry and electrical areas. Very close monitoring and supervision of all aspects of the program by the trade coordinator at the school was considered very beneficial by the respondents. A negative component of program implementation was expressed by personnel at both Randolph and Edison. Delay in receipt of necessary materials sometimes disrupted program operation. Students were unable to work at the sites for considerable periods of time until these materials arrived. Consequently, students scheduled to perform work, which followed the particular jobs that were delayed, were also unable to complete their assignments.

In addition to the problem previously stated, personnel at the Edison Site (seven respondents) expressed opinions similar to those received from the Randolph staff in their positive aspects.

3. What were the criteria utilized for student grades? On what basis were criterion tests established?

Craft persons and instructors prepared a list of intermediate tasks to be accomplished in each area. Performance of these tasks was to result in the rehabilitation of a house which was able to meet standards set by the Philadelphia Housing Authority. With few exceptions (installing a new roof, for example) students were involved in all phases of construction. Teachers prepared progress charts with specific lists of tasks to be performed by the students. Student performance at the work site was examined on an individual basis and competency was checked by the student's instructor. Satisfactory completion of specific tasks was noted on the progress charts designed for that purpose. Criteria for success were based

upon the number of tasks which had successfully been performed. These data were added to the teachers' other criteria established in the classroom. Grades, therefore, were based upon student performance at the site, in addition to all of the factors which the teacher normally took into account.

4. What were the procedures utilized to ascertain that the program served disadvantaged students?

Students were considered for the program if they met criteria for either economic or academic disadvantage. To meet the criteria for economic disadvantage one of the following had to be met: 1) a student's family's economic standards were required to be below 85 percent of the Standard Average for Philadelphia; 2) the family received AFDC, or welfare; or 3) the student was eligible for the Free Lunch Program. To meet the criteria for academic disadvantage students were to score at or below the 25th percentile on either the CAT or some other standardized test. Names of students and the type of disadvantage were documented; the category of disadvantage into which the students fell is provided in Table I.

ATTAINMENT OF OBJECTIVES

The project's objectives were met during this school year. Despite delays caused by a lack of materials and the neighborhood problem previously explained, the program gave students instruction in basic housing rehabilitation and entry-level skills in the construction cluster,

CONCLUSIONS AND RECOMMENDATIONS

This program was successful in providing training activities in construction trades at houses which were to be rehabilitated. Only

one major problem appeared to be evident in its implementation. Some difficulty was experienced with the delay in the delivery of materials. Legal procedures required in the purchasing of these materials necessitated considerable lead time. It is hoped that either ways can be found to shorten this period, or sufficient advance planning may contribute to alleviating this situation,

WORK STUDY

CATEGORY: Subpart 2

PROJECT AREA: Agriculture, Business, and Trade and Industrial Occupations

PROPOSAL NUMBER: 80-0381

BUDGET: $38,676.00

PERSON RESPONSIBLE FOR PROJECT; Mr. James C. Barner

LOCATION/S: Dobbins and Saul Area Vocational Technical Schools.

PROJECT DESCRIPTION

This program served students who were unemployed full-time vocational students enrolled at Area Vocational-Technical schools. Students were selected for this program according to the Department of Labor's guidelines for poverty level. Students had to demonstrate the ability to succeed in vocational education, but might be identified as potential dropouts because of financial need. The program was designed to place unemployed full-time vocational education or special center students in part-time jobs directly related to their vocational education program. Job coordinators located jobs and assumed the responsibility for the appropriate placement of students. The coordinators worked closely with school counselors and provided needed job orientation and supervision for the enrollees. Students were not permitted to work more than ten hours per week while attending school and were not to earn more than $106.00 per month from the Work Study Program. The major emphasis of the program was to develop within students an incentive to remain in school. This was fostered through intensive counseling, remedial education, and the work experience components. In addition, the program was designed to

promote a smooth transition into full-time work experiences upon completion of school. Students were placed in part-time work experiences in various public agencies in the City of Philadelphia.

PROJECT HISTORY

During the first year of operation, September 1, 1975 to January 23, 1976, the project was scheduled to function for the entire school year, with funds to be allocated in two separate installments. The second of the two funding installments, however, was never received, and the program was terminated on January 20, 1976, at the end of the fifth month of operation. Consequently, the number of students able to benefit from the project was reduced from a projected 310 to 85. From January 28, 1976 to the end of the 1975-76 school year, the remaining students were transferred to the Neighborhood Youth Corps programs. In 1976-1977 the project completed a full year of operation in five schools serving 101 students. Students received on-the-job training while earning money to help them stay in school, in order to develop positive work incentives for future employment. In 1977-78, seventy-six students received jobs. Eighty-three percent of the jobs were related to their vocational training, which was 20% more than the previous year's placement. Last year the project placed fifty-seven students in jobs and continued to provide an apprenticeship program with personal assistance to facilitate a smooth transition into full-time employment.

PROJECT OBJECTIVES AS STATED IN THE PROPOSAL

The purpose of the Work Study Program sponsored by the School District of Philadelphia is to provide financial assistance for needy

students to enable them to continue their education in order to achieve vocational competence. A real opportunity exists within the framework of this program to place students enrolled in the program in work experiences directly related to the vocational curriculum they are taking in their schools. This would provide invaluable on-the-job training, thus increasing the students' vocational competence and employability. Jobs would be developed in non-profit public agencies. Such agencies would be encouraged to employ those students placed in these jobs who are graduating in June, 1980, and have demonstrated competence on the job. To achieve these objectives, a staff of four professional job coordinators will develop jobs and assume the responsibility for placement of students on jobs directly related to their vocational education program. Job coordinators will work closely with school counselors and provide needed job orientation and supervision for Work Study enrollees.

PROJECT IMPLEMENTATION

The project was in full operation at two schools, Dobbins and Saul Area Vocational Technical Schools. Students participated in weekly job orientation sessions with their job coordinators to receive job-related training to increase those skills necessary in getting and maintaining a job in an area related to their vocational training. In addition to receiving job orientation, they received personal motivation and incentives to remain in school. The job coordinators made visits to job sites, and conducted classes and individual counseling sessions in their assigned schools. In addition to meeting with students, job coordinators were in continuous contact with teachers, counselors, job supervisors and students' employers.

EVALUATION PLAN: QUESTIONS ANSWERED

1. How many students participated in the work study program at each participating school?

The following table shows the number of students enrolled in the program.

Table I

Number of Students Enrolled in the Program

School	Number of Students Enrolled in the Program
Dobbins	42
Saul	14
Total	56

2. How many students were placed on jobs by the job coordinators and what percent of the jobs were related to their vocational training?

All 56 students employed received jobs related to their vocational training.

3. What types of information did the job coordinators convey to students during job orientation? Was there any follow-up?

Job coordinators explained the purpose of the program, student responsibilities, job responsibilities, rate of pay, rules, procedures of the program, and student evaluation procedures. At the initial orientation students learned what the eligibility requirements were for the program, and how to sign up for the program. Health history and parents' permission forms were also collected.

Both job coordinators met with students as a group once a week. Individual sessions were held as needed, or at least once a week. The individual sessions were used to solve personal problems that might have arisen on the job, at school, or at home, and to discuss

attendance and student work habits. During the weekly group sessions, students received instruction in such areas as communication skills, adaptation to various job situations, and the development of proper attitudes toward co-workers and employers. They were also given information as to any program changes that took place.

The job coordinators met with students in groups, and on an individual basis to follow up on any student concerns. They were in contact with teachers and counselors who provided valuable information. Visits were made to job sites to talk to students, and to check on student progress with supervisors and employers. (Students who worked in schools had teachers as work supervisors.) The work station supervisors filled out student evaluations on student attitudes, quality of work, volume of work, punctuality, and attendance. This information helped to trace student progress on the job. The coordinators made certain that students received work related to their vocational areas in order to increase their vocational skills. They also made sure that students received different types of work tasks which provided them with a variety of work experiences. This further addressed the development of student vocational skills.

4. How many hours did participating students from each school work each week?

After a review of time and attendance sheets it was reported that students worked between twelve and twelve and one half hours per week. The increase in hours was due to a new allotment of student work hours that started in April, 1980.

5. In what types of job activities did participating students engage, and what types of job tasks did they perform?

The following table reports the types of jobs students performed.

Table II

Types of Job Assignments and Number of Students Engaged in Each Job

Type	Schools		Total Number of Students
	Dobbins	Saul	
Clerical	25	3	28
Custodial	8	4	12
Cafeteria	4	1	5
Florist		2	2
Meat Cutter		2	2
Computer	1		1
Farm Mechanic		1	1
Foundary	1		1
Electrician	1		1
Live Stock Aide		1	1
Stock Aide	1		1
Tutor	1		1
Total	42	14	56

ATTAINMENT OF OBJECTIVES

All objectives were met. The project provided financial assistance for needy students through the enrollment of students into entry level part-time work experiences enabling them to continue their education and achieve vocational experience. Students received on-the-job training in public and non-profit agencies, while under the supervision of job coordinators.

CONCLUSIONS AND RECOMMENDATIONS

The project continued to provide needy students with part-time positions and employment experience related to their vocational training in various public agencies. These jobs provided assistance for students to remain in school. It is again recommended that this project be expanded to provide more needy vocational students the opportunity to work, receive incentives and improve their vocational competence.